ENGLISH GRAMMAR AND COMPOSITION

Dakhil Class Six

NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

Preface

The importance of formal education is diversified. The prime goal of modern education is not to impart knowledge only but to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of creating a society free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education according to the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organization also reviews and revises the curriculum, textbook, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

Communicative grammar is a comparatively new trend in the field of English language teaching. The main difference between conventional and communicative grammar is characterized by the teaching and learning approaches. The traditional grammar book explains the rules and focuses on usage while communicative grammar presents items in contexts and creates opportunities to use the language accurately as well as fluently. Thus, communicative grammar promotes accuracy alongside fluency and helps develop language acquisition. Again, the 'composition part' in the book introduces the process approach so that the students can express and organize ideas in writing without memorizing various genres of writing in English. It is hoped that the English Grammar and Composition books for grades VI-X will develop students' grammatical competence and writing skills.

It may be mentioned here that due to the changing situation in 2024 and as per the needs the textbook has been reviewed and revised for the academic year 2025. Meticulous attention has been paid to the textbook to make it more learner-friendly and error-free. However, any suggestions for further improvement of this book will be appreciated.

Finally, I would like to thank all those who have contributed to the book as writers, editors, reviewers, illustrators, and graphic designers.

October 2024

Prof. Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

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UNIT	01	Parts of Speech

Lesson 1: Noun

A Read the following sentences:

We live in Bangladesh.

It is a beautiful country.

Our mother language is Bangla.

We love our country and our language.

Count the number of words in each of these sentences. Each word in a sentence is a **part of speech.** There are eight **parts of speech** in English. They are:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection.

B Read the following passage and look at the underlined words.

Shanta lives in Rajshahi with her parents. She is a student of class six. She goes to school regularly. She loves to read books. She also loves music. All her friends are fond of her.

These are all **naming words.** They are called **nouns**. Nouns are a large number of things. Here are some categories.

Names of people:

Names of countries:

Names of cities:

Names of foods:

Names of fruits:

Names of flowers:

Names of animals:

Names of qualities

Names of institutions:

Names of relations:

In fact, there is no end to this list. You can add many other things like these.

- Supply four nouns for each of the above categories. Also refer to the above passage and
- Say which of the underlined words refers to what category of names.

C Look at the underlined words in the following sentences:

I saw the boy sitting in the field. Some girls were also with him. They were discussing their problems of living in the school hostel.

Now say which of these words mean **one person/thing** and which ones mean more than one person/ thing.

When a noun refers to one person or thing, its form is singular. On the other hand, when a noun refers to more than one person or thing, its form is plural. Look at the following examples:

Singular	Plural
cat	cats
dog	dogs
cow	cows
bus	buses
watch	watches

church	churches
box	boxes
baby	babies
lady	ladies
story	stories

Notice 's', 'es' and 'ies' have been used to form plurals in the above examples. These are called plural markers. 'The words ending with's', 'x' and 'ch' have taken 'es' and the words ending with 'y' have taken 'ies' to form plurals.

But some plurals are irregular in their forms. For example:

Singular	**Plural**
man	men
child	children
tooth	teeth
mouse	mice
goose	geese

Notice how the plurals are formed in the above examples.

Note: In English plurals are usually formed by adding **s, es** or **ies** to the singular form.

D. Read the following passage and identify the nouns in it:

Mr. Habib is now a happy man for several reasons. Firstly, he has recently made a lot of money from his business. Secondly, he has bought two flats in Dhaka. Thirdly, his wife has recovered from her long illness. Fourthly, he has married of all his daughters. Finally, his son has got a good job. These are the causes of his present happiness.

Now say which of these nouns are singular and which of them are plural? Make sentences of your own with two singular nouns and two plural nouns.

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E. Fill in the blanks in the following passage with appropriate singular and plural nouns:

Salam is a ----- of class 6. He has some very good-----. They go to----- together. They also sit together in the------. All ------- love them.

F. Write a sentence with each of the following nouns:

reasons, business, illness, marriage, happiness

Lesson 2: Countable and Uncountable Nouns

A Read the following conversation and notice the underlined nouns:

Aslam : Excuse me, do you have pencils and erasers?

Shopkeeper : Yes, we have a lot. How many do you want?

Aslam : I need one pencil and one eraser.

Shopkeeper : Here you are.

Aslam : Thank you. Can I have a tube of toothpaste, please?

Shopkeeper : Certainly. Anything else?

Aslam : Oh yes, a bar of soap and a small bottle of coconut oil.

Shopkeeper : Just a minute.

Which of these nouns can and which of them cannot be counted? Those which you can count are called **countable nouns** and those which you cannot count are called **uncountable nouns.**

In the conversation, five items are underlined. Of them, 'pencil' and 'eraser' are countable nouns, because they can be counted. You can say,

A pencil, one pencil or two pencils

An eraser, one eraser or three erasers

A countable noun can have both singular and plural forms. You can ask the question 'how many?' for a countable noun. For example,

Question: How many **pens** do you have?

Answer : I have only one **pen** (singular)

: I have two pens. (plural)

On the other hand, 'toothpaste', 'soap' and 'oil' are uncountable nouns. Uncountable nouns cannot be counted and they do not have any plural form. When you want to mention the quantity of an uncountable item, you should use some **measure words** before it. For example, 'a tube of', 'a bar of' and 'a bottle of' are **measure words**. You can say,

two tubes of toothpaste

three bars of soap

four bottles of oil

B Use appropriate measure words before the uncountable nouns in the following sentences. Choose the measure words from the box below.

1. I take__________________ tea a day.
2. Take this_______________chalk and write your name on the board.
3. He gave me_____________news.
4. I do not take even____________ sugar in my tea.
5. Give me___________ paper.
6. She bought__________sugar.
7. He has____________ money.

a piece of	two cups of	a sheet of	stick of
a grain of	two kilograms of	a lot of	

C Work with a partner and ask and answer the following questions:

1. How many **friends** do you have?
2. How many **classes** do you attend a day?

3. How many **subjects** do you study?
4. How many **books** do you read in **class** six?
5. How many **students** are there in your class?

Are the nouns in these questions and your answers countable or uncountable? Why?

Now answer the following questions:

1. Do you have any **money** on you?
2. Did your teacher give you any **advice** about improving your English?
3. How many types of **furniture** do you have in your room?
4. Have you got any **information** about the exam?
5. Do you have straight or curly **hair**?

Are these nouns countable or uncountable? Why?

D Read the following conversation:

Salam: How many **televisions** do you have in your house?

Salma: We have two **televisions**.

Salam: How much **television** do you watch?

Salma: In fact, I watch a lot of **television**.

Here 'television' is used both as a countable and an uncountable noun. There are many such nouns which can be used as both countable and uncountable nouns. In this case, the meaning of the noun undergoes a change. Say which use of television is countable and which one is uncountable in the above examples.

(i) **Look at the following examples and say whether the nouns in bold are countable or uncountable:**

Rice and **chicken** is my favourite food.

I have bought two **chickens**.

This house is made of **brick**.
There are some **bricks** on the road.
Her **hair** is very long.
I found two **hairs** in the soup.
I went to Dhaka by **bus**.
Two **buses** are standing there.

(ii) **Use 5 more nouns, using each of them as countable and uncountable noun.**

Lesson 3: Pronouns

A. Read the following dialogue and notice the underlined words.

Tipu	Tamanna, who are there before the notice board?	1
Tamanna	They are Mr. and Mrs. Ahsan. They are my neighbours.	2
	Today they bring me to school with their children.	3
Tipu	Oh really! They are very helpful.	4
Tamanna	Sure! They are very good and very helpful.	5
	They have great relations with all neighbours.	6
	My parents like them a lot. So they sometimes depend on them.	7
Tipu	Are their children students of this school?	8
Tamanna	Yes, they are.	9
	One of them is a 3rd grader and another one is a 5th grader.	10
	They are so lovely as well. They often come to our place.	11
	I also go to their place almost every day. We are good friends.	12

The underlined words in the dialogue are used in place of a name or names. For example, they in the 2nd sentence refers to Mr. and Mrs. Ahsan and their in the 3rd sentence refers to Mr. and Mrs. Ahsan's.

So pronouns are words that we use in place of a noun or nouns.
Look at the list of pronouns in different forms below.

Subject form	Object form	Possessive form
I	me	my
we	us	our
you	you	your
he	him	his
she	her	her, hers
they	them	their, theirs

Now try to find out the nouns which the following pronouns refer to in the dialogue :

My in the 2nd line refers to ______________________________________

Me in the 3rd line refers to ______________________________________

Them in the 7th line refers to ______________________________________

They in the 7th line refers to ______________________________________

Their in the 8th line refers to ______________________________________

They in the 9th line refers to ______________________________________

They in the 11th line refers to ______________________________________

We in the 12th line refers to ______________________________________

B (i) Now fill in the gaps in the following sentences with appropriate forms of pronouns:

1. ___ are a good boy.
2. My parents love ___ .
3. This is ___ pen.
4. ___ bought this pen.
5. The food was good. We enjoyed___ very much.
6. I borrowed___ pen in___ math class.

(ii) Make sentences of your own using some other pronouns in the following forms.

Subject form: ________

Object form: ________

Possessive form: ________

Another possessive form:

Lesson 4: Adjectives

A Read the following passage and notice the underlined words:

Mr. Haque is a happy man. He has an intelligent wife. They have three children. All of them are bright students. They are gentle and polite. Their parents are proud of them. They come of a rich family but they are not arrogant in their attitude.

These words describe, qualify or modify a noun or pronoun in the passage. For example, 'happy' describes the man named Mr Haque, 'intelligent' describes his wife. These and other underlined words in the passage are examples of adjectives.

Say what nouns or pronouns the other adjectives in the passage describe**.**

1. 'Bright' describes______
2. 'Gentle' and 'polite' describe _____.
3. 'Proud' describes ______.
4. 'Rich' describes ________.
5. 'Arrogant' describes _______.

B Look at the following sentences and notice the positions of the adjectives:

I saw a **dead** cat.

The cat was **dead.**

I found the cat **dead.**

In all these sentences the adjective 'dead' describes a cat. But they are used in different positions of the sentences. Now say where the adjective is used in the sentences:

In the 1st sentence the adjective is used before ______.

In the 2nd sentence the adjective is used _____.

In the 3rd sentence the adjective is used _____.

Thus positions of adjectives in sentences vary.

C Read the following sentences and mark the adjectives in bold:

Mr. Karim is a very **rich** man. He is **richer** than his brother**.** He is **the richest** man in our village.

These examples show three different uses of adjectives, the first refers to one person, the second refers to comparison between two, and the third refers to one among many. These are known as **degrees** of an adjective. When it refers to one person only, for example, 'rich' it is called the **positive** degree, 'but when a comparison between two is involved, for example 'richer'', it is known as the **comparative** degree and when one among many is referred, for example 'the richest' , it is known as the **superlative** degree.

Read these sentences too.

Rina is a **beautiful** girl. She is **more beautiful** than Shima. She is **the most beautiful** girl in our class.

Say which of the three examples of adjectives above refers to which degree.

Note: The positive form of an adjective is used when there is no comparison and it refers to the state or status of a person or thing. The comparative form is used when two persons or things are compared. The superlative form is used when more than two things are compared.

Now complete the following sentences with the appropriate degrees of adjectives:

Samiha is a _____ girl. She is _____ than her sister. In fact, she is the ____ person in her family. But she is not so _____. Her sister is more ______ than she is.

Lesson 5: Verbs

A Read the following passage and notice the underlined words:

I am a student. I have a sister. She is also a student. Both my parents are teachers. They teach at a college. They spend a lot of money on books. We have a family library. There are lots of books in our library. We buy new books every month. We enjoy reading books. Some of my friends borrow books from us.

The underlined words in the passage state something or indicate action. They are called **verbs.** The words 'teach', 'spend', 'buy', 'enjoy' and 'borrow' in the passage refer to actions and they are called action verbs. On the other hand, 'am', 'is' and 'are' indicate conditions or states. They are called state verbs or 'to be' verbs.

Now identify 'to be' verbs and action verbs in the following passage:

My brother is a banker. He works for a private bank. He also runs a business. Some of his friends help him in his business. He earns a lot of money. He maintains our family very well. We are a happy family.

B Read the following sentences and see the time reference and forms of the verbs in bold:

I **invited** him to a party. He has also **invited** me to a dinner at his house.

She **entered** the class late yesterday but today she has **entered** the class on time.

Nasir **failed** in the exam but his younger brother has never failed in any exam.

The verbs refer to past time, and also past action but results of which are still present. 'd' or 'ed' has been added to the base forms of the main verbs to form past tense and past participles of the verbs. They are called **regular verbs.** On the other hand, there are many verbs which do not take regular 'd' or 'ed' for their past and participle forms. They are called **irregular verbs.**

Look at the following examples of irregular verbs:

I **wrote** a letter yesterday.

He has **written** a lot of books.

He **went** to Dhaka last week.

She has **gone** to school.

They **bought** a car last year.

We have **bought** a house.

These are examples of irregular verbs, none of these take 'd' or 'ed' for forming past tense and past

Here are some more regular and irregular verbs:

Regular Verbs:

base form	past tense	past participle
accept	accepted	accepted
ask	asked	asked
bark	barked	barked
brush	brushed	brushed
call	called	called
close	closed	closed

Now fill in the blank spaces with appropriate forms of regular verbs:

Present	Past	Past Participle	Present	Past	Past Participle
dance	danced		jump		jumped
defeat		defeated		kicked	kicked
	earned	earned	laugh	laughed	
end	ended		live		lived
fear		feared		marked	marked
	fixed	fixed	mix	mixed	
gain	gained		notice		noticed
gather		gathered		opened	opened
	helped	helped	play	played	
hope	hoped		quarrel		quarreled
		increased		rained	rained
	informed	informed	jump		jumped
join	joined			kicked	kicked

Some irregular verbs in different forms:

base form	**past tense**	**past participle**
arise	arose	arisen
bear	bore	borne, born
begin	began	begun
choose	chose	chosen
draw	drew	drawn
drive	drove	drive
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
give	gave	given

Now match the past and past participle forms with the base forms of the following irregular verbs. Put the number beside the base form against its past and past participle forms in columns 2 and 3. One is done for you:

1. grow	lost	seen
2. hide	made	sold
3. know	met	sung
4. lend	saw	slept
5. lose	sold	taken
6. make	sang	told
7. meet	slept	thought
8. see	took	written
9. sell	told	grown (1)
10. sing	thought	hidden

11. sleep	wrote	known
12. take	grew (1)	lent
13. tell	hid	lost
14. think	knew	made
15. write	lent	met

Note: You will learn the use of these forms of verbs in the unit on tenses.

Lesson 6: Auxiliary Verbs

A Read the following conversation between two friends and look at the underlined verbs:

Raghib : Hi Rafiq, do you watch films?

Rafiq : Yes, I do. But I don't watch films regularly.

Raghib : Which film did you see last?

Rafiq : I don't exactly remember.

Raghib : Have you ever seen an English film?

Rafiq : Yes, I have.

Raghib : What are you doing now?

Rafiq : I am watching cricket on television.

Raghib : What is your sister doing?

Rafiq : She is doing her homework.

All the underlined words come before action verbs and help them form continuous tenses, negatives and interrogatives. These are called **auxiliary verbs**. They are also called **helping verbs**. An auxiliary verb does not have any meaning of its own and it is used with a principal verb.

B Look at the following examples and identify the auxiliary and main verbs:

I **do** not tell lies.

He **does** not like music.

Do you read novels?

Does she sleep by day?

He **did** not attend the last class.

Note that 'do' and 'does' are used in the present simple tense and 'did' is used in the past simple tense as auxiliary verbs to frame questions and negative sentences.

Read the following sentences:

I **am** learning grammar.

He **is** eating breakfast.

They **are** working hard.

Are you enjoying the song?

He **was** then sleeping.

They **were** dancing at that time.

Note that 'am /is /are' is used in the present continuous tense and 'was/were' is used in the past continuous tense.

Note: 'have/has' is used in the present perfect tense and 'had' is used in the past perfect tense. For example:

They **have** won the game.

He **has** finished his lunch.

If he **had** invited me, I would have attended the party.

Modals:

C Read the following conversation and notice the underlined words:

Nasim : Sorry Azim, I could not visit you yesterday. How are you today?

Azim : I feel better than before. I can walk now. I may go to school next week.

Nasim : No no. You should take more rest.

Azim : Hopefully, I will be ok soon.

These are examples of **modal auxiliaries** or **modals**. A modal is a kind of auxiliary verb which is used before an action verb and expresses meanings like ability, permission, possibility, necessity, obligation or advice. The common modals in English include **can, could, may, might, shall, should, will, would, must** and **ought to.**

General characteristics of modals

- Modals are usually followed by an infinitive without 'to'
- Any modal can be used with any subject without changing its form
- There is no 's/es' form of modals for the third person singular subject

D A single modal can express different meanings.

Read the following example sentences and say what different meanings the following modals express. Choose your answer from the box below each set of sentences.

Can, Could

I can speak two languages.

You can sit here.

Can you lend me some money?

You can buy stamps here.

I could swim at the age of six.

Could you please lend me your pen?

polite request, ability, past ability, possibility, permission, request

May, Might

It may rain tonight.

You may use my camera.

May I come in, sir?

It might rain tonight.

giving permission, possibility, seeking permission

Shall, Should

I shall visit you tomorrow.

Shall I close the window?

The school shall remain closed.

We should obey our parents.

You should give up smoking.

suggestion, advice, obligation, official order, simple future

Will, Would

They will attend the party.

Will you give me your address?

Would you please lend me some money?

Would you like some tea?

offer, simple future, polite request, asking someone to do something

Must, ought to

I must do the work.

It must rain tonight.

I must get some sleep.

He ought to be home by six o'clock.

We ought to help the poor.

obligation, certainty, expectation, necessity, determination

If you want to make a negative sentence, just put the negative word after the modal. For example:

I could **not** go there.

You should **never** tell a lie.

He can**not** speak English.

N.B. Can and not are not written separately. Cannot is a single word.

Lesson 7: Adverbs

A Read the following conversation and notice the underlined words:

Habib: Where are you going, Jamil?

Jamil: I am going home.

Habib: The sky is cloudy. It is going to rain soon. Don't walk slowly.

Jamil: Yes, Habib. I should walk fast.

Habib: I heard you would go to Dhaka. When are you going?

Jamil: I am going tomorrow at 10:30 am.

Notice that the underlined words and expressions indicate time, place and manner of the action of the verbs. These words are known as **adverbs**.

Read the conversation again and fill in the following gaps to understand the functions of adverbs:

1. An adverb modifies a ____.
2. It tells us w__, w__ and h— an action takes place.

B. Read the following short conversations, notice the words in bold and say what they refer to (a) time, (b) place and (3) manner.

1. : **When** did you call him?

   : I called him **yesterday.**

2. : **Where** are you going?

   : I am going **upstairs.**

3. : **How** is the train running?

   : It is running **fast.**

4. : He is back **home.**
5. :He will come back **at 0:30 p.m.**

Tick the right option against each adverb below.

yesterday	place/time/manner
upstairs	place/time/manner
fast	place/time/manner
home	place/time/manner
at 10:30 p.m.	place/time/manner

The adverbs that refer to time are known as **adverbs of time**; the ones that refer to place are known as **adverbs of place**, and those referring to manner of the action of the verb are known as **adverbs of manner**.

Which of the above is what type of adverb?

yesterday:	adverb of ______.
upstairs:	adverb of ______.
fast:	adverb of ______.
home:	adverb of ______.
at 10:30 p.m.:	adverb of ______.

C Notice the position of adverbs in the following sentences:

It **often** rains here.

She **never** reads loudly.

He **always** speaks the truth.

It **hardly** rains here.

He runs **fast**.

It rains **hard** here

Now fill in the gaps in the following sentences to show the position of the adverb in a sentence.

often is used ______a verb.

never is used ______a verb.

always is used ______a verb.

hardly is used ______ a verb.

fast is used ______ a verb.

hard is used _____ a verb.

Note: Adverbs are usually used after the verbs they modify. But some adverbs are used between the subject and the verb. These adverbs are called adverbs of frequency.

D Now look at the following conversation and see the function of the adverbs in bold.

The girl is **fairly** clever.

You are **quite** right. But unfortunately she has done **very** badly in the exam.

Here adverbs **'fairly'**, and '**quite**' are used to modify adjectives 'clever', and 'right' but adverb **'very'** modify an adverb 'badly'.

Note: An adverb may also modify an adjective or another adverb

E Read the following passage and notice the underlined words:

Mr. Ahsan is happy for three reasons. Firstly, he has got a good job. Secondly, he has recovered from his illness. And thirdly, he has recently become a father.

These are also examples of adverbs. Their function is to link the sentences in the passage. They are used as linking words or linkers. Here they indicate a sequence.

You will learn more about linkers in the lesson on conjunctions.

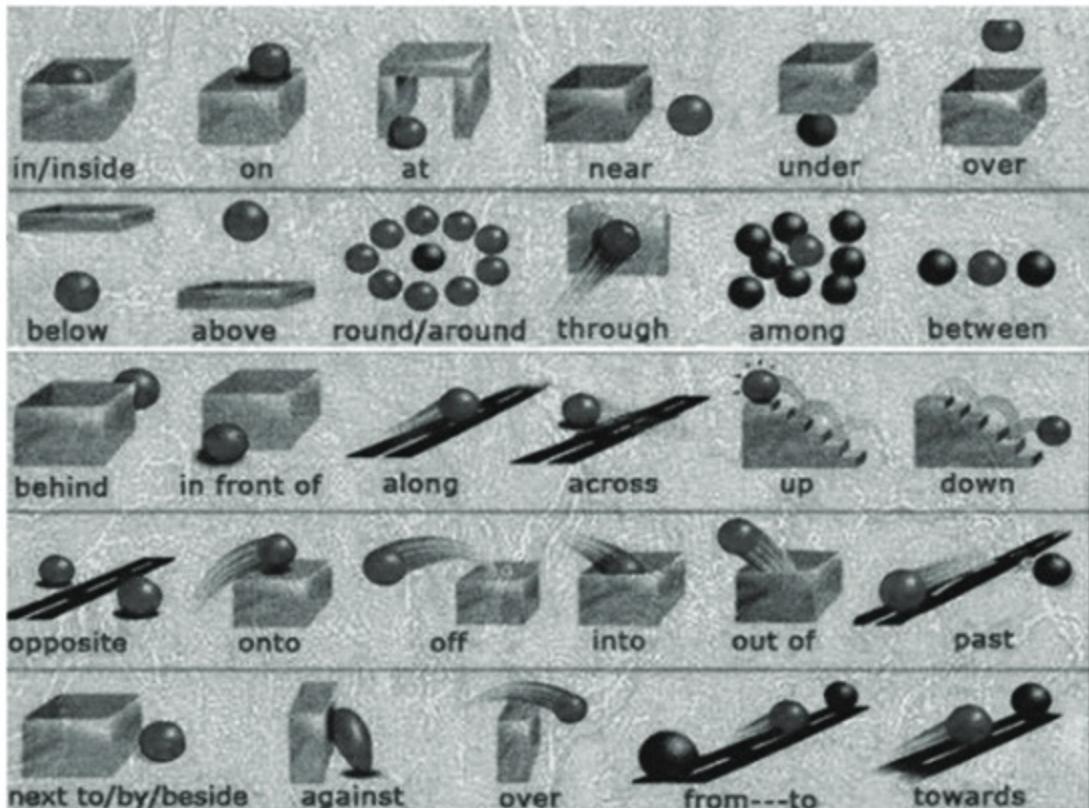
F Now fill in the blanks in the following passage with appropriate adverbs:

Mr. Azad is a ____ busy man. He ___ lives in Rajshahi. He ___ goes to Dhaka and lives ___in his flat. He also goes___ quite ____. He goes ____ for business purposes. He leads an ____ busy life.

Lesson 8: Prepositions

A Read the following passage and notice the underlined words:

Mr. Kamal was born on 7 April 1980 at a small village in the district of Pabna. He completed his primary and secondary education from two local schools. Then he came to Rajshahi for higher education.

These words are **prepositions**. A preposition is a word which is used before a noun (or anything equivalent to a noun) and relates it to another word in the sentence. Prepositions usually express time, space and other relationships:

Time: He was born **at** 3'clock **on** 9 February **in** 1999.

Place: He lives **at** a small village **in** Bangladesh.

B Identify prepositions in the following passage:

We have a library in our school. We can borrow books from this library. But we cannot use any book without the permission of the librarian. We can keep a borrowed book for two weeks. If anybody fails to return a book within that time, they have to pay a fine.

C. There are many such prepositions in English. The picture below is the use of prepositions and you complete the following sentences with appropriate prepositions:

I. This lesson is __________ prepositions.

II. He goes __________ bed __________ ten o'clock.

III. We reached there __________ lunch time.

IV. She sat __________ me.

V. There is no difference __________ them.

VI. There is a school __________ our house.

VII. The cat sat __________ the table.

VIII. I went __________ Dhaka __________ my father.

IX. We cannot live __________ water.

X. The dog jumped __________ the wall.

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D Look at the picture and describe the positions of things in it using prepositions. One is done for you :

In the picture, the file is <u>on</u> the table.

Lesson 9: Conjunctions and Interjections

A Read the following passage and notice the words in bold:

Nazma **and** Diba are good friends. The former is tall **but** the latter is short. One day they were walking home from school. They were not in a hurry, **yet** they were walking very fast. Suddenly, Nazma's knee started hurting **so** she stopped walking. Diba also stopped **and** asked her what had happened. Nazma said that she could not walk **because** her left knee was hurting.

The words in bold in the passage have linked or joined together two or more words or ideas, phrases and clauses in a sentence.

These types of words are called **conjunctions**. They are often called linking words.

B Write few sentences on 'Your English Teacher' using as many conjunctions as possible.

C Read the following sentences and notice the words in bold letters:

Alas! He died at an early age.

Wow! What a nice gift!

Ugh! My teeth are aching.

Hurrah! We have won the match.

These are **interjections**. An interjection is a part of speech which expresses a strong feeling of joy, sorrow, surprise or disgust.

D Now use appropriate interjections to complete the following sentences:

1. ____! What a beautiful garden!
2. ____! He could not escape the accident.
3. ____! I have a bad headache.
4. ____! We have defeated them.

UNIT 02 The Tenses

Lesson 1: Tenses and Their Aspects

A Read the following passage and underline the verbs in it:

Azam is one of my close friends. He lives in Canada now. He often emails me. I received one email this morning. I will answer the mail soon.

What time does each verb refer to--*present, past or future?*

Note: Tense refers to the time of action or state indicated by a verb. According to time references, there are three main tenses:

- The Present Tense (refers to present state or different modes of present action)
- The Past Tense (refers to past state or different modes of past action)
- The Future Tense (refers to future state or different modes of future action).

Each of these tenses has four different aspects. They are: simple, continuous, perfect and perfect continuous. In this unit you will learn some of these aspects.

B Read the following sentences and say which sentence refers to what time:

- It often rains here.
- It is raining now.
- It has been raining for two hours.
- It rained here yesterday.
- It was raining then.

- It had rained here before you arrived.
- It will rain tonight.
- It will be raining then.
- Rajib was sick yesterday.
- Suman is absent from class today for his illness. (Present state)

C Read the following passage and underline all the verbs in it. Say which verb refers to what time (present, past or future).

Mr. Hasan was once a poor man. But now he is quite rich. He works very hard. He hopes that he will become richer in future.

Lesson 2: Present Simple

A Read the following passage and notice the forms of verbs:

I **am** a student. Alam **is** my classmate. We two **are** good friends. We **go** to school together. We **attend** classes regularly. We often **play** together after school. We **return** home together. Alam **lives** in a house close to ours.

In this text the verbs 'am', 'is' and 'are' describe a present state, while go, attend, play, return and lives indicate present actions. The sentences are all in the present simple tense.

B Read the following sentences and underline the verbs. Also notice their structures:

1. English is an international language.
2. These mangoes are very sweet.
3. This book is not very big.
4. Are you a student?
5. Is the class small or big?
6. Why are you late?
7. Where is your father?
8. Are they not your friends?

These sentences have 'be' verbs in present form and they indicate present states.

Verb Form: Base form of the verbs is used in case of the action verbs, and in case of the state verbs, present form of be verb 'am', 'is' ,and 'are' are used..

C. Read the following sentences and notice the verbs and their forms:

Jamil of class VI **plays** cricket for our school team.

The workers in the garments factories **work** very hard.

He **lives** very close to the school.

The earth **moves** round the sun.

These sentences contain action verbs. The verbs in the first three sentences indicate present action and the verb in the fourth sentence indicates universal truth.

D. Read the following sentences and see how interrogatives and negatives are formed in this tense.

I do not need your help.

He does not like music.

Do you read novels?

Does he come here regularly?

Where does he live?

When do you go to bed?

- What auxiliary verbs are used to frame interrogatives?
- How are negatives formed in the examples?

Verb form: be form

Note: In the present simple tense 'do' is used as an auxiliary verb before the subject in case of first and second person and also in case of plural numbers of 3rd person subjects, and auxiliary 'does' is used in case of third person singular number subjects for framing interrogative sentences.

To make negative sentences 'do not' is used after first and second person (both singular and plural) and also after third person plural number subjects and 'does not' is used after third person singular number subjects for framing negative sentences.

When 'does' is used as an auxiliary verb after a third person singular subject, the main verb loses its 's/es'.

E. Write five sentences about 'Your Family using 'be' verbs and five more sentences using action verbs in the present simple tense.

a__________ b__________ c__________ d________ e________

F. Complete the following dialogue using negative and interrogative sentences:

Ruma: Do you watch television every day?

Suma:__________________________________ .

Ruma: Neither do I. ______________________?

Suma: I spend my spare time reading books.

Ruma: __________________________________

Suma: I often read adventure stories.

G. We can use 'have/has' as a main verb in the present simple tense. Look at the following examples:

They have a lot of money.

He has a nice car.

They have a big house.

How many children do you have?

Does she have a pet cat?

Now, write some other sentences like these using have/has as a main verb.

Lesson 3: Present Continuous

A Read the following passage and notice the verbs in the sentences:

I am going to Dhaka by bus. It is raining very hard. So the bus is not running very fast. Some passengers are sleeping. Some are gossiping. Some young boys are singing. A baby is crying and her mother is trying to appease her. What am I doing? I am watching all these things.

Notice that all the sentences in the passage express an incomplete action which is still going on.

Also notice the structure of the verbs in these sentences? Each sentence has an auxiliary verb **(am/is/are)** after the subject and then there is the main verb in the present participle form **(verb+ing)**.

Verb Form: **'am/is/are +main verb+ing'**.

B. Read the following conversation and say what time the verbs in it refer to.

Mim: What are you doing this evening?

Shanta: I am going shopping.

Mim: Are you playing badminton tomorrow?

Shanta: Yes, I am. Mukta is coming today to join us.

Mim: What time is she arriving? I am going to receive her at the station.

In these sentences it is seen that the present continuous tense is also used to indicate a definite future action.

C. Look at the following pictures and say who is doing what in it:

D. Read the following dialogue and say which sentences refer to present actions and which ones refer to future actions:

Sharmin : What are you doing there?

Sharif : I am getting ready to go to market.

Sharmin : What are you going to buy?

Sharif : My son is home tomorrow. So I am going to buy some sweets.

E. Write sentences of your own using the following verbs in the present continuous tense:

Walk, work, eat, drink, drive and wait

Now change your sentences into negatives and interrogatives.

Lesson 4: Present Perfect Tense

A. **Read the following conversation and notice the time reference of the action verbs and the verb structures in the sentences:**

Teacher : Have you done your homework?
Student : Yes sir, I have done it.
Teacher : How many paragraphs have you written?
Student : I have written three paragraphs.
Teacher : Have you brought your work?
Student : Yes, I have.

Notice that each verb in the dialogue mentions a completed action; the action is over but there is still some effect of the action now. These are examples of present perfect tense.

Verb Form: The verb '**have/has**' is used as an *auxiliary verb* after the subject and then the **past participle form** of the *main verb* is given. The verb form, then, is: **have/has+ past participle form of the verb**
These sentences are examples of the *present perfect tense.*

B. Now read the following negative and interrogative sentences in the *present perfect tense* and look at their structures:

I have not done my homework.
He has not come to class.
He has never told a lie.
Have you eaten lunch?
Where has he gone?

In the negative sentences, the negative word (**not/never**) comes after the *auxiliary verb* and in interrogatives the *auxiliary verb* comes before the subject.

C. Make correct sentences in the *present perfect tense* using given words:

1. We/start/our journey
2. Reba/wash/her clothes
3. They/buy/a new car
4. She/learn/the lesson
5. He/not/come back/from school
6. You/take/a bath?

D. Write five sentences in the *present perfect tense* describing what you have done in the afternoon today.

Lesson 5: Present Perfect Continuous Tense

A. Read the following telephonic conversation between two friends and notice the sentences in bold:

Azad : Hello, Azad speaking.
Asif : This is Asif here. What are you doing?
Azad : Watching television.
Asif : **How long have you been watching it?**
Azad : **I have been watching it for about an hour.**
Asif : Can you see me within an hour?
Azad : It is raining hard.
Asif : **Since when has it been raining?**
Azad : **It has been raining since 7 o'clock.**
Asif : Then come when the rain stops.
Azad : ok, bye.

The sentences in bold refer to an incomplete action which started in the past but is still going on. They are examples of the *present perfect continuous tense.*

Look at the sentences again and see the verb forms in each sentence.

B. **Now complete the following dialogue:**

Reza: How long have you been waiting here?

Anwar:___________________________ .

Reza: ____________________________?

Anwar: I have been looking for you since morning.

Verb Form: In the present perfect continuous tense you need to use 'have/has+been' as auxiliary verbs after the subject and then the present participle form of the main verb (verb + ing)

So, the verb form is: **have been/has been +main verb+ing**

In the sentences above see how **'since'** and **'for'** are used

N.B. Remember that **'For'** indicates the total duration of the action and **'since'** indicates the starting time of the action.

C. **Ask questions using the following verbs in the present perfect continuous tense and then answer them in the same tense.**

walk, read, drive, dance and speak

D. **Write five more sentences using the present perfect continuous tense. Include negative and interrogative sentences.**

a__________ b__________ c__________ d________ e________

Lesson 6: Past Simple Tense

A. **Read the following text and notice the underlined verbs:**

I was a student then. I had quite a few good friends. They were all very close to me. We did a lot of things together. We went to school regularly. We discussed our problems between classes. We played together in the afternoon. It was a happy time.

Think:

What verb form is used in the sentences?
How are questions framed?
How are the negative sentences framed?
In the text, '**was**' and '**were**' are used to refer to a **past state**, '**had**' indicates a **past possession/relation** and '**did**', '**went**', '**discussed**', and '**played**' describe past actions. The sentences are all in the This is how states and actions are expressed in the *past simple tense.*

Verb Form: Past form of the verb is used after subject. No auxiliary verb is required except in interrogative and negative sentences.

Now write five sentences using 'be' verbs in the past simple tense.
Also write five sentences about the things you did yesterday.

B. Read the following dialogue:

A : Were you ill yesterday?
B : No, I wasn't.
A : Then why didn't you come to school?
B : We had a family picnic.
A : Where did you go for the picnic?
B : We went to the City Park.

There are negative and interrogative sentences in the past simple tense in this dialogue. Find them and see how they are written.

Note:

- **Interrogatives** are framed by using '**did**' as **auxiliary verb** before the subject.
- **Negatives** are formed by using '**did not**' between the subject and the verb.
- **Remember** that when **did** is used in the **interrogative and negative** sentences in this tense, the **main verb** becomes the **present or base** form of the verb, not the past form.
- **Wasn't is the short form of 'was not' and didn't is the short form of 'did not'.**

Now read the following sentences and see how past states are expressed in the past simple tense :

I **was** sick last week.

He **was** my best friend then.

We **were** very happy.

They **were** unhappy.

Here we notice that **'was/were'**, the past form of 'be' is used to refer to past state. In these sentences **'was/were'** is used as main verb. It is followed by a noun or adjective.

Now read the following negative and interrogative sentences and notice the positions of 'not' and 'was/were':

The food was **not** good.

They were **not** present there.

Were you absent from the class?

Why **was** he angry?

Were they not poor then?

Say how interrogatives and negatives have been formed in these sentences?

C. Write sentences in the past simple tense with the following verbs:

phoned, met, invited, bought, attended and happened

D. Read the following sentences, notice the use of 'had' and answer the question below the sentences:

We **had** a nice garden.

We never **had** a car.

They did not **have** much money.

How many pens did you **have**?

See how 'had' is used in these sentences-- as an auxiliary verb or a main verb?

Note: 'had' is used as a main verb to mean possession in the past simple tense.

E Complete the following sentences in the past simple tense. Use the right form of verbs given in brackets:

1. It ___ all day yesterday. (rain)
2. Did you _______ the party? (enjoy)
3. His father ____ ten years ago. (die)
4. Why ___ you angry? (be)
5. I did not ____ any such idea. (have)
6. He _________ me how to swim. (teach)
7. How long did you ____ there? (stay)
8. My mother ____ a teacher. (be)
9. How ____ the weather yesterday? (be)
10. Last week I______ cold. (catch)

F Write five to seven sentences describing what happened in your English class yesterday.

Lesson 7: Past Continuous Tense

A. Read the passage below and notice the time reference of the action verbs in the sentences in bold:

It was 5 o'clock in the evening. **It was raining lightly. I was sitting at a tea-stall by the side of the road. I was taking tea and watching the people on the road. The people were walking hurriedly for shelter. An old woman was crossing the road. A bus was running at a high speed.** Suddenly the bus ran over the old woman.

Say:

What is the verb form of the sentences in bold?

Is the action complete or over or it was still going on at a point of time in the past?

Note: Notice that the bold sentences in this passage refer to some actions which were going on at a certain time in the past.

Form: 'was/were' is used as auxiliary verb and base/present form of the main verb+ ing is used. So the verb form is: **was/were+verb+ing**.

Write five sentences in the past continuous tense on 'what were you doing at about 10:00 pm last night' using the following verbs:
write, play, sleep, laugh and drink.

B. Read the following dialogue:

A: What were you doing in the evening yesterday?

B: I wasn't doing anything in particular.

A: Were you studying?

B: Not at all.

A: I was calling you but you were not responding.

B: Then I was possibly talking with my father.

There are some interrogative and negative sentences in the dialogue. See how the interrogative and negative sentences are framed in this tense.

Note: In framing negative sentences in this tense 'not' is used after the auxiliary verb and in the interrogative sentences the auxiliary verb 'was'/'were' comes before the subject.

C Complete the following sentences using the past continuous tense. Use the appropriate auxiliary verb in the first gap and the right form of the main verb (given in the brackets) in the second gap:

1. At 8 o'clock mother ____ _____ dinner. (cook)
2. I ____ then ____ a bath. (take)
3. Zinnia _____ _____ ready to go out. (get)
4. You ____ _____ a phone call. (make)
5. What ____ they ____ then? (do)

D. Write a few sentences describing what you were doing this time last week.

(Note Past perfect and Past Perfect Continuous tenses will be dealt with in the grammar book of class VII)

Lesson 8: Future Simple Tense

A Read the following conversation and notice the time reference of the verbs and the verb forms in the underlined sentences:

Raghib: I have no money in my pocket. What shall I do now?
Zeenat: Don't worry. I shall lend you some.
Raghib: Will you please give it right now?
Zeenat: Here you are.
Raghib: Thank you. I will repay you the loan tomorrow.
Zeenat: That will be fine.

The underlined sentences refer to a future action. The modals 'shall' and 'will' are used to indicate simple futurity. You have seen that the modal is followed by the base form of the main verb. These are examples of the future simple tense.

B. Complete the following dialogue using the future simple tense:

A: Will you sleep now?
B: ______________________________
A: When will you sleep then?
B: ______________________________
A: ______________________________
B: I will write an email.

C Write a few sentences on 'what you will do on new year's eve' using the following verbs in the future simple tense:

phone, call, stay, sleep, eat and drink

Now change each of your sentences into *negatives* and *interrogatives.*

In negatives, 'not' will come after the *modal* and in *interrogatives.* the *modal* will come before the *subject.*

D Write a few sentences in the *future simple tense* describing 'your plan for the coming winter vacation'.

UNIT	03	Articles: a, an, the

A.

Read the text and notice the words in bold.

This is Asma Ahmed's bed room. **The** room is very neatly made. It has **a** bed with pillows, cushions, and **a** colorful, flowery bed-cover. There's a rug in front of **the** bed with another big cushion. **An** excellent painting of the sea is hanging from the wall while another small painting is kept on the top of **the** right side-table. The room has **a** rocking chair and **a** sofa at **the** left corner. **The** windows are covered with large heavy curtain. Can you see **a** mask somewhere around **the** bed?

The bold words in the passage are examples of articles in English. Can you find out any principle or rule about the use of *a, an* and *the* in the passage

Use of articles

1. We use **a/an** to talk about something for the first time.

   e.g. **a** bed, **a** bed-cover, a rug, **a** rocking chair, **a** sofa, **a** mask

   In the text above when the speaker uses any singular countable noun, s/he uses either **a** or **an** before it.

2. We also use **a/an** to refer to something unspecified, e.g. not particular or specific.

   She bought some apples from **a shop** in the new market. In this sentence the shop in the new market is not specific as there are many shops in the new market. So, article has been used before it.

3. **a** is used before consonants and 'an' is used before vowel
4. **a** is used before vowel 'U' when it is pronounced as 'you'. So a university, not an university.
5. **an** is used before consonant if the first 'h' of a word is silent: an hour, an honest man etc...
6. We use **the** when we refer to something for the second time.

   e.g. This is Asma Ahmed's bed room. **The** room is very neatly made. (room:1st time) (room: 2nd time)

7. We use **the** when we refer to any person or object specifically.

   e.g. There are few windows in the room. **The** windows are covered with large heavy curtain.

   In the second sentence, the windows are specific in the sentence: which windows the speaker is referring to? The windows are the windows of Asma Ahmed.

8. We also use **the** to refer to something that has no alternative.

   e.g. The sun is the source of energy in the earth.

B. Fill in the blanks in the following conversation with **a, an,** or **the,** if necessary.

: Do you like banana?

: Hmmm...not exactly.

: Would you like to have ___________ (a) banana now?

: Since you don't have anything else and I'm hungry, so yes, please.

: Which ___________ banana would you like to have? I have local banana and the imported banana.

: ___________ (The) local banana, please.

: Ok, here you are. Now I'll have the imported one. That is bigger.

C. Here are a few things that people generally like or dislike. Think about them and make your own statements. An example is given for you.

I usually don't like apples because they aren't fresh but yasterday ***the apple*** *I ate was so fantastic.*

Melon	banana	wood apple	eggs	milk	black tea/coffee
fish	mixed vegetable	potato	pastry	chocolate	pineapples

i) ______________________________

ii) ______________________________

iii) ______________________________

iv) ______________________________

v) ______________________________

vi) ______________________________

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D. Fill in the blank spaces with a, an, the, or a cross (x) mark.

i). _______ motor vehicles and _______ greenhouses cause pollution and it damages _______ environment.

ii). All pollutions are bad but _______ pollution we cause in _______ water is perhaps the worst.

iii). I love watching _______ movies. _______movies are good sources of entertainment. Last week I saw a movie – Troy. It was fantastic.

iv. _____ Honesty and ______ sincerity are two great qualities of human life.

v) However, sometimes it appears that _______ honesty and _______ sincerity our farmers are showing everyday are not evaluated.

vi. I am a food taster. I like even _______ food of small ethnic groups. Last time _______ foods I tried in Rangamati and Khagrachari were great.

vii. _______ world is yet to ensure _______ food for all.

viii. My brother is studying _______ history. His special interest are _______ history of the Faraoh and _______ history of _______ Post-Communist Era.

E. Explain what all these people do. Follow the pattern given here:

A writer is a person who writes books or articles.

Writers are persons who write books or articles.

writer farmer tour guide pilot cabin crew nurse teacher advocate event manager police performer singe reporter

Now write two sentences using a/an in one sentence and using the in the other.

F. Two friends are talking to each other. Read their conversation and fill in the gaps with a, an, the, or a X.

Sara : If you have _______ flu, do you go to _______ bed or you continue your _______ study as well?

Merry: Horrible flu! Sorry, I usually go to ____ . But this time I had to study as _______ exam was very near.

Sara we meet each other after a long time. Let's celebrate. Would you like to eat _______ lunch at a nearby restaurant, or go to _______ posh one?

Merry: Let's go to _______ one we explored last time. It should be near here.

Sara : How do you like to learn _______ English? Do you go to _______ specialist teacher or you prefer _______ coaching centres?

Merry : _____ teachers in my school are fluent as well as helpful. I also watch _______ English channels.

Sara : How do you go to your school? By______ CNG,_____ rickshaw, or on _______ bus?

Merry: I just walk.

G. Read the following text. Follow the use of articles. If they are correct, put a tick mark (√) in the blank space. If wrong, correct them. The first one is done for you.

Waiter : Do you have **a** reservation?

Customer : Oh yes. My name is Jonathan Gomes.

Waiter : You have booked **a** table for six, right? _____

Customer : Yes. But can I have **a** larger table please, **a** table for eight?_____

Waiter : **The** table in the north is booked for you. And it can _____ accommodate 8 persons.

Customer : That's great.

Waiter : Would you like **a** drink, first? _____

Customer : Yes, water please. ..And may I have **a** menu please.

Waiter : **The** menu is just beside the napkins. _____

Customer : Ok, please give us **the** fried rice, **the** mutton kabab, **the** vegetable with chicken, nuns and chicken sizzling._____

Waiter : Would you like **a** dessert? _____

Customer : **A** ice cream for each. _____
By the way, manager is known to me. Can I speak to him?

Waiter : He is not here. You can speak to **a** floor supervisor. _____

After some time

Customer : Can I have **a** bill now? _____

Waiter : Sure. I'll be back in **an** minute. _____

H) Read the following text and fill in the blank spaces with appropriate articles.

My father is ________(i) fisherman and we live in ________ (ii) coastal area. Every day my father goes to ________ (iii) sea with some other fishermen. Sometimes they go early in ________ (iv) morning and come back at late night. Sometimes they do not return ________ (v) couple of days. ________ (vi) most joyful moment in our life is when we hear ________ (vii) voice of our father at ________ (viii) end of ________ (ix) day. Often he comes back with some fresh fishes for us. We pass time in anxiety when ________ (x) *kalboishakhi* comes. Any natural disaster is terrible. Every year some of our near and dear ones are washed away by ________ (xi) sea. They are ________ (xii) victims either of ________ (xiii) cyclones or tidal surge, or *kalboishakhi*. Our women are very brave and so are we. We say good bye to ________ (xiv) men every day and don't know when they will be back. Yet we wait. Sometimes we wait for ________ (xv) whole life but they never come back.

UNIT	04	Possessives

A. **Read the following passage and notice the use of possessives.**

We have a small farm in **our** village. **My** father and **his** friend Mr. Mrinal own the farm. The name **of the farm** is Muradnagar Motsho Khamar. **My** father**'s** name is Alimuzzaman. **Our** farm is a fish farm. Many of **our** neighbours are employed there. The customers are **our** village people, some nearby stores and also some big department stores in Dhaka city. All the members of **our** family work for our business. **Mr. Mrinal's** family is also spending much time for it. The condition of **the business** is really good. We are really proud of **our** business. Working for the growth of the business is the dream of **mine**. Our neighbours' families will be benefitted by that.

Look at the words in the text and see the different types of possessive in the following chart.

Possessive adjectives	Possessive pronouns	Possessive with 's or s'	Possessive with of
my our your his their	mine ours yours his/ hers/ its theirs	father**'s** Mr. Mrinal**'s** neighbour**s'**	of the farm of the business

Possessive adjectives

Possessive adjectives are words that go before nouns to talk about-

- belongings: I want to complete **my homework** first.
- relationship: Mahin says that **his mother** is a banker.
- parts of the body: Rimu has broken **her leg**.
- things that are connected with us: We have planted fifty coconut trees in **our school**.

In the above examples, **'my'**, **'his'**, **'her'** and **'our'** are possessive pronouns because they show possession.

Activity 1

Now read the following text and fill in the gaps with possessive adjective.

_________ father came to this city forty years ago. He was quite a young man then. _________ dream was to run a business here in this small town and live happily. _________ difficult now to understand how small this city was forty years ago. I can't imagine _________ beauty either. _________ father brought all ____________ family members in a rented house. They moved from _________ village home. Can you think about _________ hopes and anxieties during the initial days?

Possessive pronoun

- We use possessive pronoun to talk about something that belongs to us or is connected with us, without using the noun it is used for. It is usually used at the end of a sentence and is not followed by noun.
- We also use a possessive pronoun which thing we are referring to. We have already mentioned the thing in an earlier sentence.

Activity 2

Read the conversation between two friends. Complete their conversation by putting in the correct possessive adjectives and possessive pronouns.

Bindu : How about ________ garden project?

Titul : Fantastic! I took ________ suggestions.
Now I'm spending more time behind it.
Now the garden is full of different flowers.
Everyone is amazed to see ________ beauty.
How about ________)?

Bindu : ________ is like yours.
But this time I've planted some new cactus.
I'm inspired to see Laila's garden.
The speciality of ________ is – it is full of white flowers
and they are mostly local flowers.

Titul : Did you go to ________ (use Antara) garden.

Bindu : Not yet. Let us go to see them one day.
After all they are ________ friend.

Activity 3

Mita and her brother Imran are going to meet their aunt's family at Satkhira. Complete the conversation by putting correct possessive adjectives, possessive pronouns.

Mita : Imran, have you packed ____suitcase?

Imran : No, sister. Not yet. Have you done ____?

Mita : Yes, I have done _____ yesterday.

Imran : What things have you taken?

Mita : I have taken some of _____ (I) clothes.

Imran : Okay. _____shirts are at the laundry. Do you need to press some of____ (you)

Mita : No. I have already done at home. Take _____ sweater. It will be pretty cold at Satkhira.

Imran : Okay. I will take a sweater and ______ (Arman) jacket.

Mita : Why? What happened to ____?

Imran : The sleeves of the jacket have become dirty.

Mita : Okay. Then you can take ____(he).

Imran : What is the scheduled time of the train?

Mita : It is at 6 am. We have to start____(we) journey from home before 5am.

Activity 4

Rewrite the following sentences. Use possessives as necessary. The first one is done for you.

a) What is the name of your best friend?

What is your best friend's name?

b) What is the colour of the shirt of your colleague?

____

c) What is the address of her partner?

____

d) What is the last name of your sister?

____

e) What is the height of his brother?

____

f) What is the favourite food of your mother?

UNIT	05	The -ing form of Verb: Gerund & Participle

Lesson 1: The -ing form of verbs: Gerund

Read the following conversations and notice the use and positions of -ing verbs.

1.a. Samim: What do you like to do at your free time?

1.b. Samiul: I enjoy **watching** movies with my friends.

(watching: object of the verb enjoy)

2.a. Ria: Would you mind **closing** the door? *(closing: object of the verb mind)*

2.b. Bivu: Not at all, I was also thinking of doing the same.

3.a. Promi: I like **jogging** in the morning. How about you?

3.b. Sujon: **Jogging** in the morning is good! But I hate it.

In fact, I don't jog.

Cycling in the afternoon is ok for me.

(**Jogging** is object of the verb like in 3.a.

Jogging is subject of the sentence in 3.b.

Cycling is the subject of the sentence in 3.b.)

4.a. Do you like pizza?

4.b. I hate **eating** greasy foods.

(eating: **object** of the verb hate)

5.a. Shuvro: What type of classroom activity is your favourite?

5.b. Pia: I love **learning by doing**.

6.a. Shuvro: How about lectures?

6.b. Pia: **Attending** lectures is boring**.**

(learning by doing: **object** of the verb love)

(attending lectures **subject** of the sentence)

Sentence begins with **-ing** verb in in **3.b**; and **6.b**. Here verb+ing is used as **subject** of the sentences.

Sentence begins with **-ing** verb in **1.b; 2.a, 3.a, 4b,** and **5b**. Here **verb+ing** is used as **object** of the sentences.

Grammar point

When **-ing** verbs are used to begin or complete sentences (i.e. used as subjects or objects), they have nominal function (function of a noun) and they are called **gerund.** A **gerund** is also called a **verbal- noun**. It looks like a verb but functions like a noun.

We also use -ing form as the subject of a sentence when the subject is an **action** or **situation**, not a person or thing. In that case, we need a complement or object at the end.

Examples

Walking is a good exercise.	(-ing verb as subject followed by a
ing-verb linking verb complement	linking verb and complement)

Working too hard ruins his health.	(-ing verb as subject followed by
ing-verb verb object	verb and object)

When -ing verbs are used after another verb, they are **objects**.

i) We use –ing verb after various verbs connected with liking or not liking something: like, love, enjoy. hate

ii) We use –ing verb after mind in negative statements to say that we are not angry or unhappy about something:

   I would like to buy a new car. I don't have sufficient money.

   I don't mind **lending** you some money.

   Thanks. Not now.

iii) We use **Would you mind** followed by –ing verb to ask someone to do something politely.

   Would you mind **closing** the door, please? It's very cold, isn't it?

   Not at all. I was also thinking the same.

Activity 1

Make sentences by matching words from columns A and B. Each phrase can only be used once. The first one is done for you.

Column A	Column B
a. Browsing net is	i. playing drums.
b. He admitted	ii. seeing him.
c. But he denied	iii. watching it.
d. I also didn't see him yesterday. At least I don't remember	iv. entering my room in my absence.
e. James doesn't like sport and he hates	v. James' passion.
f. He still likes singing but he has stopped	vi. using my computer.

a. *Browsing net is James' passion.*

b. ____.

c. ____.

d. ____.

e. ____.

f. ____.

Activity 2

Lima and her friends do a lot of activities. Look at the pictures and complete the sentences using gerund. Use the verbs like, love, enjoy, hateas needed. The first one is done for you.

Picture 1: some girls are chatting together.	Picture 2: bicycle	Picture 3: swimming	Picture 4: singing	Picture 5: playing football	Picture 6: shopping

a. *Linda likes chatting with friends. Chatting together is Linda's favourire pastime.*

b. ____.

c. ____.

d. ____.

e. ____.

f ____.

Activity 3

Zami is 12 years old. Recently his has shifted to a new town to live. Here he talks about his experiences. Complete what he says, using -ing form of the correct verbs from the box. The first one is done for you.

i	ii	iii	iv	v	vi	vii	viii	ix	x
cross	go	shop	leave	~~find~~	meet	cross	understand	travel	see

zami's family came to live in this small town about a year ago. At first, it wasn't easy. (a) *Finding*a suitable place to live was difficult.(b)________________ people was another problem, because they speak with local dialect here. But things are better now. They are living in a small house in the town. Zami likes (c) ________________ and (d) ________________ is easy here! Everything is available around. (e) ________________ is a bit difficult as there are a few trains to go to other places. (f) ________________ the roads is not difficult like big cities.(g) ________________ out is great fun because there are many places to go around. Jeremy loves (h) ________________ new places and (i) ________________ new people. Jeremy is happy with this life. Zami hated (j)______________ their previous town but they are okay now.

Lesson 2: ing form of verb: Present Participle

Read the following conversations and notice the positions of -ing verbs.

1. Pikul : Do you like birds, Raja?
   Raja : Oh sure! I love them.
   Pikul : What bird is your favourite?
   Raja : Parrot. I've a **singing** parrot! (singing modifies parrot)

2. Mitu : Hi, ever **smiling** boy! Why are you sad today?
   Shanto : I've lost my new English book.
   Mitu : How did you lose it?
   Shanto : I went over there. Some students were laughing at a **crying** girl. She was holding a **melting** ice-cream bar in her hand. When I came back, the book was gone!

Grammar Focus

As indicated above, a participle can be made by adding **ing** to a verb. However, it becomes a participle only when adding **ing** to the verb makes it function as an adjective. A participle is also called a verbal adjective as it looks like a verb but functions like an adjective; it modifies a noun or pronoun.

singing parrot **smiling** boy **crying** girl a **melting** ice-cream bar

What type of parrot?	a **singing** parrot.	**singing** works as an adjective
What type of boy?	a **smiling** boy	**smiling** works as an adjective
What type of girl?	a **crying** girl?	**crying** works as an adjective
What type of ice cream?	a **melting** ice-cream bar	**melting** works as an adjective

Activity 1

Read the following text and fill in the gaps using participle. Pick the suitable words from the box below. The first one is done for you.

run	~~sing~~	love	fly	shine	look

Raja has a *singing* parrot. It's a nice __________ bird. His uncle brought this bird from his village. Now the bird lives in a __________ cage. Everyday Raja feeds the bird and looks after him. Raja feels very good when the bird sings. Sometimes Raja takes the bird under __________ water to bathe him. Raja loves the bird but he doesn't like seeing birds in the cage. Raja likes free __________ birds. But due to his __________ uncle he can't do anything. Raja has decided to discuss the matter with his uncle.

Activity 2

Read the following text and fill in the gaps using participles of the verbs in the box below.

roar	chirp	smile	sleep	walk	jump	cook
fry						

Tuli went to her (a) __________ mom. Mom is cooking a special dish for them. Tuli felt tempted seeing the (b) __________ fish. She wanted to have one piece. Her (c) __________ mom told her to wait a bit. Tuli told her mom about her zoo visit experience the last day. She saw some (d) __________ elephants, (e) __________ tigers, (f) __________ lions, (g) __________ jumping monkeys, (h) __________ birds and many other things there. Tuli requested her mom to take her there again.

Grammar Point

Gerund vs Participle

Gerund

People are confused about the use of gerund and participle because of their similarities in form. Both are formed by adding **ing** to a verb. There is another similarity, and that is the fact that both gerund and particle indicate some action or state of being. However, there are differences between them which is highlighted here.

Participle

As seen above, present participles are formed by adding **ing** to a verb. However, it becomes a participle only when adding **ing** to the verb makes it function as an adjective. It is also called a verbal noun.

What is the difference between Gerund and Participle?

A gerund is a verbal noun (verb made noun by adding **ing**) that looks like a verb but functions as a noun. It is called a verbal noun.

• A (present) participle is also formed by adding **'ing'** to base form of an action verb, but it functions like an adjective. It is a a verbal adjective.

They are structurally the same, but functionally different. A gerund functions as a noun, but a participle functions as an adjective.

UNIT	06	Sentences

Lesson 1: Types of sentences

Read the following examples.

Liza has lost her pen. She is looking for it. She says:

I have lost my ball point pen.

I cannot find it anywhere. Have you seen my pen?

Oh, how absentminded I am!

I kept it in my drawer.

If anyone gets it, please give it back

Each of these examples has a number of words arranged in a proper order and the words are arranged in a sequence that makes a complete sense.

Activity 1

Now read the following text and fill in the gaps to define what a sentence is.

A sentence is a group of ___________ with at least a ___________ and a ___________ . A sentence has a complete ___________.

Types of sentences

Now read the following dialogue between a son and a mother.

Son : Mom, I have to go **to Minhaz's house** now.

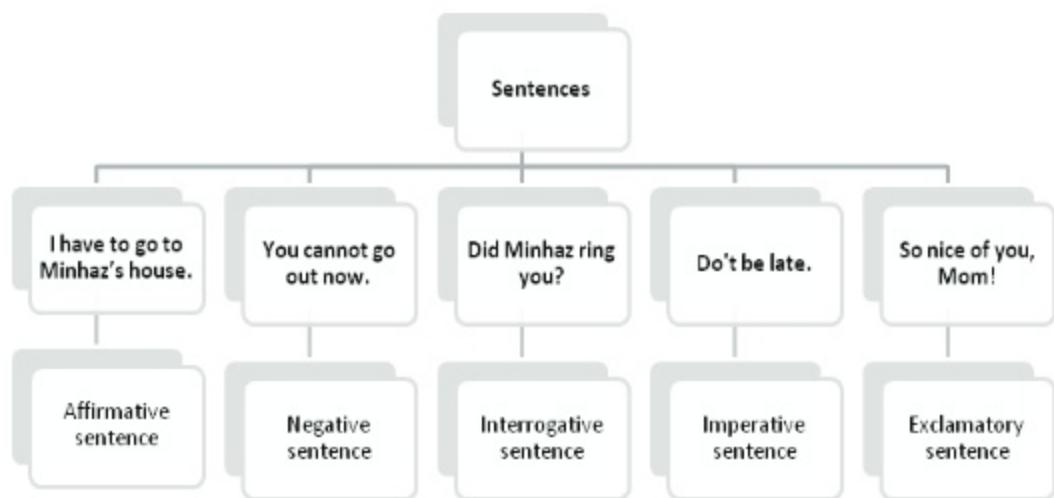
Mom : No, it is almost dusk. **You cannot go out now.**

Son : Please, mom. His father is sick. We have to take him to a hospital.

Mom : Oh, I see. **Did Minhaz ring you?**

Son : Yes, Mom.

Mom : Okay. Go then**, but don't be late.**

Son : **So nice of you, mom!**

Mom : Go. Hurry up and take care.

Son : Bye, Mom.

Mom : Allah hafiz.

Find examples of sentences in the dialogue.

Read the following chart which shows some of the sentence types with one example of each type.

Activity 2

Follow the examples of sentence types and write a couple of sentences for each type.

Affirmative : ______________________________

: ______________________________

Negative : ______________________________

: ______________________________

Interrogative : ______________________________

: ______________________________

Imperative : ______________________________

: ______________________________

Exclamatory : ______________________________

Lesson 2: Affirmative Sentences

Tasnuva is Alfaz's classmate. She is a good singer. She also recites well. This year she is going to take part in Khulna district level music competition. She wants to be the champion there.

The above sentences are positive statements. These types of sentences tell about a person or a thing. These are called affirmative sentences. An affirmative sentence needs

A subject + linking verb + complement

Tasnuva is Alfaz's classmate

She is a good singer.

Subject + intransitive verb

She also recites well

Subject + transitive verb + object

She wants to be the champion there.

Activity 3

Read the text below and underline the subject and verbs. Make a list of the verb types used here.

Boby's best friend is Talha. Talha is not the first boy in the class. Yet Boby likes him. Talha's language is very good. He speaks in perfect Bangla. He draws good cartoons. He is also a genius in computer games. Talha is a cricket player too. He likes fielding. Everyday Talha and Boby share tiffin. They like to sit together but often their teachers ask them to sit apart. Only the science teacher allows them to sit together. They both like her a lot.

Now write five affirmative sentences about your parents.

____

____

Lesson 3: Negative Sentences

Read the text below and notice the sentences in bold:

Alfaz is a student of Tarar Mela School. He lives in a small town and **doesn't like big cities**. He thinks that **big cities do not allow people to grow properly**. Alfaz likes open fields, rivers, and nature. He is not allured by the big buildings and colourful lights of the cities. He likes the fresh foods and the known faces in his town. I have been Alfaz's friend from my childhood. We have many things in common. **I also do not like city life that much**. We have another interesting similarity. **We are not cricket fans.** We like football.

The text above has examples of negative sentences written in bold words. Negative sentences are used to express

- dislikes : He lives in a small town and **doesn't like big cities**.
- disapproval : **Big cities do not allow people to grow properly**.
- disagreement : Alam is a very naughty boy.

  : Sorry, he is not a naughty boy. I found him very sober and gentle.
- Inability : Are you okay now?

  : Not exactly. I can't walk any more.

How to make negative sentences?

Subject + auxiliary or supporting verb+ not + action verb +.... (He doesn't like big cities.)

Subject + be verb+ not + ... (He is not a naughty boy.)

Subject + modal +not + ... (I can't walk anymore.)

Activity 1

Write 2 sentences describing your own dislikes.

1. ____
2. ____

Now write another two sentences describing your father/mother's disliking.

1. ____
2. ____

Activity 2

Read the text below and fill in the gaps in it with an appropriate word from the box.

didn't	won't	doesn't	am not
hasn't	couldn't	is still not	didn't

Akash is my best friend. He _________ come to school for last few days. I came to know that he is sick. I _________ go to see him as my house is far away from his. I phoned his brother but he __________ respond. Maybe he was busy. Akash __________okay. My friend Taposh lives near Akash's house. I will give Taposh some story books for Akash. I __________ feeling good in absence of my best friend. If he __________ come round soon, I __________ go to the school picnic. I need to tell Akash that we have a new teacher in our school. I'm sure Akash __________see her before.

Note: Both affirmative sentences and negative sentences fit to the category of assertive sentence. An assertive sentence makes a statement about some person, thing or event. It may be both positive and negative statement.

Lesson 4: Interrogative Sentences

Read the conversation between the son and the mom after he returns from hospital and look at the queries she makes.

Mom : Hi dear. **How is Mr. Abed now?**
Son : Oh, he is much better.

Mom : **What happened to him?**
Son : He was feeling restless. He had suffocation as well.

Son : **When did the doctor see him?**
Son : Immediately after he was taken to the hospital. A couple of hours ago.

Mom : **Is he still at the hospital?**
Son : Yes, he is and will be there for next 24 hours.

Mom : **Does he have any pain in the chest?**
Mom : Yes, a little.

The bold sentences are asking for some information. These are called interrogative sentences. A note of interrogation (?) is used at the end of an interrogative sentence. These sentences have the following attributes:

a) The be verb (in case of state verbs) or auxiliary verb (in case of action verbs) comes before the subject.

e.g. Is he still at the hospital? (Be verb before the subject)

Does he have any pain in the chest? **(**Auxiliary verb before the subject)

b) The sentence starts with either the **auxiliary** verb or 'wh' words (who, which what, when, whom, how, whose, why)

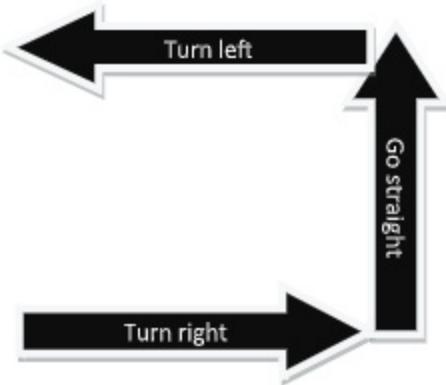
e.g. When did the doctor see him?

Note: when a question begins with a be verb or an auxiliary verb, that is a yes/no question. When a question begins with a wh-word, that is an information question or wh-question.

Activity 1

Read the following interview. Make questions for each statement.

1. ______________________________?
2. I'm Monica. Monica Gonzalej.
3. ______________________________?
4. I'm from Meherpur.
5. ______________________________?
6. Oh, I'm from Amjhupi.
7. ______________________________?
8. Only a week ago.
9. ______________________________?
10. My family has moved to this city due to my father's transfer.
11. ______________________________?
12. Yap, many times. I have some relatives here.
13. ______________________________?
14. No, you are my first friend.

Activity 2

Suppose you are going to interview one of your friends regarding his family members. Make five wh-questions and another 5 yes/no question for him/her.

1. ______________________________?
2. ______________________________?
3. ______________________________?
4. ______________________________?
5. ______________________________?
6. ______________________________?
7. ______________________________?
8. ______________________________?
9. ______________________________?
10. ______________________________?

Lesson 5: Imperative Sentences

Read the text and answer the questions below it:

Dear students, silence please. Look at me. Try to guess what I want to tell you by my body language. Please keep silent. Now go straight and left. Cross two blocks. Turn right. Find out the red building. Speak to the security people there. Tell them that you are from Modhupur High School. Show them this paper if they ask you to prove your identity. Don't enter inside until they ask you to do that and don't lose this paper, please.

a. How does each sentence begin?

b. What is the purpose of these sentences?

In the above sentences, someone asks the listener to do something. These are imperative sentences. The imperative sentences begin with a **verb** in the base form. To make negative sentences using imperative you need to begin the sentence with **don't** and then use the **verb**. If the sentence is for request, use **please** at the beginning or in the end with a comma (,).

Imperatives sentences are used to give commands, instructions, advice, or make requests.

Activity 1

Here is a recipe for making orsaline. Each sentence needs a verb at the beginning. Choose them from the verbs given in the box and write them in the blank spaces.

stir	pour	add	take	don't add

__________ a clean jug.

__________ two glasses of boiled water with normal temperature in it.

__________ a handful of sugar and a pinch of salt.

__________ with a clean spoon.

__________ anything else.

Activity 2

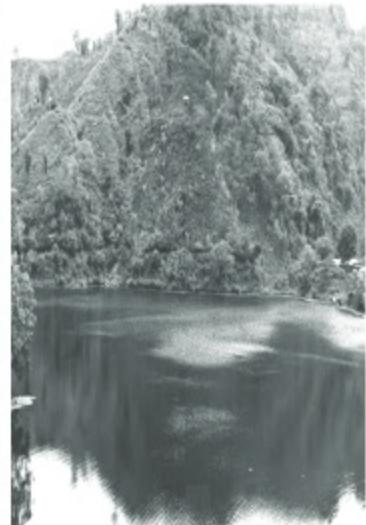
Give the recipe for (a) boiled egg and (b) making an omelet. Add at least one negative sentence in imperative.

Boiled egg	Omelet
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Activity 3

Suppose you meet a new person in front of your home. The person would like to go to your school but she doesn't know how to go. Give proper directions. Tell her at least two things not to do.

Lesson 6: Exclamatory sentences

Read the following sentences.

A Picture of Rangamati A Picture of Khagrachari A Picture of Bandarban

Steve Ansell is a tourist. He is visiting Bangladesh and now travelling Rangamati, Khagrachari, and Bandarbans. Yesterday he went to Nilachal and Chimbuk Pahar (hill). On the way he was surprised to see the floating clouds on the top of the hills and trees around. Many times he uttered, "Wow! What a great surprise! What a fantastic view!" Steve has taken many snapshots of the natural beauties of Bangladesh. Many times he showed me the photographs taken from Rangamati Lake and told me, "How wonderful your country is!" He added – Bangladesh is truly called 'The beautiful Bangladesh'. Steve will explore Khagrachari tomorrow.

The underlined sentences in the text above are examples of exclamatory sentences. All sentences express Steve's excitement to see the natural beauty of Bangladesh. That is exactly what exclamatory sentences are used for. These sentences usually start with 'how' or 'what'. A note of exclamation (!) is used at the end of these sentences.

If you begin your sentence with 'how, then an adjective follows the word.
Eg. "How wonderful your country is!" (How + adjective+subject+verb)
If you begin your sentence with 'what', then a noun follows.
e.g. What a great surprise! (what+ noun+ subject+verb)
(meaning What a great surprise it is!)

b Sometimes we use some short exclamatory words at the beginning of these sentences.

Examples
Hurray! Our school football team has won the match.
Damn! They have scored another goal!
Alas! His father is no more.
Oh dear! Very sorry to hear your distress. I'm sure you will be okay soon.
Gosh! These kids will make me mad.

Activity 1

Here are some situations. Read them and write how you are going to express your surprise or excitement in these situations.

1. Your favourite cricketer has scored a century.

___

2. You are surprised to see the beauty of St. Martins Island.

___

3. You hear any interesting news.

___

4. You read a book and is impressed by a character.

___

5. Your friend has broken his leg in an accident.

___

6. You are sympathetic to the misery of a friend.

___

7. Your brother saved a baby from an accident by risking own life.

___

UNIT	07	Introductory 'There' & 'It'

Read the following text and notice the use of introductory 'there' and 'It'.

I am a student of class six. I go to Magura Govt. High School. It's an old school and quite famous. There's a big open field in front of our school. There's a large pond at the back of the school too. There're one thousand students and 50 teachers in our school. We are proud of our school. It's 11 o'clock now. It's time for our 1st period. It's a clear sunny day after two rainy day's. I feel wonderful today.

We've our school uniform. It's a white shirt with white trousers. Teachers do not allow students to enter classes without uniform. It's good that teachers are strict on this point. A few days ago, there was an accident on our way to school. One of our students was knocked down by a rickshaw. Nobody knew the name of the boy. But the boy had school uniform. So, it was not hard for people to contact the school.

How do the underlined sentences begin?

Use

1. We use **there** to say that something exists.

e.g. There is a big open field in front of our school.

2. We can use **there** to talk about things that happen, and situations.

e.g. There was an accident on our way to school.

3. We can use **there** for a number of people and things.

e.g. There are one thousand students and 50 teachers in our school.

4. We use **it** to give time, day, month, date, etc.

e.g. It's 11 o'clock now.

5. We use **it** to describe someone's situation.

e.g. So it was not hard for people to contact the school.

6. We use **it** to talk about weather.

e.g. It's a clear sunny day.

Activity 1

Angshu is visiting Kuakata. He writes a mail to one of his best friends Adrita. In the mail both introductory 'there' and 'it' have been used. Read the mail and circle the correct words.

Dear Adrita

Greetings from Kuakata.**There's/It's** really good to be here and I'm enjoying myself. **There's/It's** a good time of year to come to this place because **there's/it's** not tourists crowded now. They say, **there are/It's** a lot many places to explore here. But **there's/it's** not possible on my part to see everything. You know, I'm here only for a few days. **There's/It's** 2 o'clock in the afternoon now. I'm sitting before the sea under a huge colorful umbrella. **There's/It's** breezing now. No words can describe my feeling. **There are/It's** some pine trees at my back. I can hear some birds chirping from there. I can hear the roaring of the sea. **There are**/It' some boats fishing in the sea. Everything is very calm and quiet. **There's/It's** lunch time now. So I'm planning to go to a local restaurant. The fish curry is wonderful in these restaurants as everything is so fresh. **There's/It's** a fantastic place, Adrita. Do visit here next time.

Best.

Angshu

Activity 2

Moni and Tina are discussing what to do. Complete their conversation by putting there or it in the gaps.

Moni : You see Tina, the exams are over. __________'s boring that we are passing time doing nothing. Why don't we do something exciting?

Tina : You are quite right. Well, __________'s a new film, Amar Bondhu Rashed, at the cinema. __________'s a child-movie on our liberation war. We can go and see that.

Moni :Mmm. __________'a good idea. I like watching movies in the large screens of the cinema halls. But is it truly a good film?

Tina : Well, __________ a good review of it in the daily Voice. I read it. Besides, my uncle with my nephew and niece went to see the movie and they liked it very much.

Moni : Ok, then let's go to watch this movie today. Tomorrow we will plan something else.

Activity 3

Here is a text that describes a public nuisance in an area. Read the text and decide whether the underlined words are correctly used. If yes, put a tick mark beside the gaps. If not, write the correct word in the gaps. The first one is done for you.

Mr Editor

I live in a densely populated area. There are √ a few families living here. There are some student's messes too. Often the young kids play badminton and cricket on the roads till midnight. Therefore, it's __________always very noisy and there's_____impossible to have a calm and quiet time at home. It's__________many students in the area. It's __________difficult for them to concentrate on their studies. There's__________quite natural that young boys and girls will play. But is it acceptable that they will play until midnight with the cost of others' disturbance? Moreover, there are __________parties in the messes one after another. And people there play music at high volume until 1 or 2 in the morning! There's__________impossible to sleep with such high volume music. Besides its__________screams, and shouts! ..... And believe me

sometimes they fight. ...It's a civilized world! They cannot do like this. My point is – there will be games and sports, there will be parties, people will listen to music but they should not create public nuisance.

Activity 4

Read the following response from Adrita to Angshu and fill in the gaps with It's/There's/There're.

Dear Angshu

__________ nice to hear from you. Thanks a lot. I wish I could be there with you!

I'm staying in our village home with my grandparents now. The name of the village is Binodpur. __________not far away from our home at Magura. __________ only 12 km from Magura town centre.

I like this place a lot. ________green trees and fields around. ________a river passing through the village. _______name is Nabaganga. Every day I go to the local market with my grandfather to buy fish and vegetables. ______different types of fish available in the market. They are so fresh! __________a splendid market indeed.

Yesterday I felt very bad. __________a boy selling green banana, and spinach with his blind father. He was a boy of my age. I spoke to him. He doesn't go to school. He has to do it every day nowadays. __________very sad to see a boy like me work so hard.

_________ raining now in Binodpur. ________a pond near our house. My cousin and I swam a lot in the pond during the rain today morning. ______a wonderful experience.

I'm going now. Grandma is cooking khichuri and hilsha fry. There's a nice smell around. I can't resist my temptation.

Stay fine.

Bye.

Adrita

UNIT	08	Punctuation & Capitalisation

There are no hard and fast rules about punctuation, but there are some good style guidelines. This is a list of ten most commonly used punctuation marks and a guide to their use. Read the rules carefully.

1. Comma

a. Use commas to separate independent clauses in a sentence, for example:

Yesterday I went to the local stadium to watch the football match between Sobuj Songho and Torun Club. It was an interesting match. The game was over, but the crowd refused to leave.

Yesterday was her brother's birthday, so Runi took his brother out to dinner. They went to a Thai restaurant and had some Thai soup, mo mo, and chawmin.

b**. Use** comma after introductory words such as: yes, however, and well. For example:

Jinia : Do you like going to party?

Farzana : Well, it depends. I don't like big gathering. The small ones are ok.

Jinia : Then are you coming to Samantha's birthday party? Only the close friends are invited.

Farzana : Yes, I'm. She phoned me. However, I won't stay long.

c. Use a pair of commas to separate additional information from the main body of the sentence. For example:

Shakib Al Hasan, renowned cricket player, is from Magura. A few days ago I read a wonderful report on him in the Daily Star, the most popular English daily in Bangladesh.

d. Use serial comma to separate all items in a list. For example:

Khaled : I love apples, pears, and oranges. However, I don't like kiwi, tamarind, and Sharon. What about you?

Abdallah : I like dates, melon, and pineapple. Mumbasa is ok for me too. But I don't like banana at all.

Note the comma after "pears". Many people prefer not to use this style and will omit the final comma. We call this the Oxford comma because it is the standard method taught at Oxford University.

e. Use commas to separate all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names. For example:

My father is from Gouranadi, Barishal. July 22, 1959 was a momentous day in my father's life. He was born on that day. He left Gouranadi when he was 25. Now our address is House no 25 Road 02 Dhanmondi, Dhaka.

f. Occasionally, you will see a comma between a house number and street. For example:

Now our address is House no 25, Road 02, Dhanmondi, Dhaka.

This is not wrong, it is just old fashioned. It is not done in modern times, however.

2. Period or Full Stop

a. The primary use of a period is to end a sentence. Its second important use is for abbreviations. For example:

Mr. Jones is happy to see his wife. His wife has been working in Uganda for the last few years. She is with Jones for a holiday now and will be staying together for two months.

b. If an abbreviated phrase is pronounced, we do not include periods. For example:

NASA is correct, N.A.S.A is incorrect. In some cases the periods are omitted even when the word is not pronounced, usually because it is a very commonly known term. For example: UCLA (University of California, Los Angeles).

c. In the case of a word like et cetera (etc.) we always include the period.

3. Question Mark

a. The question mark is a fairly easy punctuation mark to use. It has only one use. It goes at the end of a sentence which is a question. For example:

Manik : What time is the English class?
Drubo : At quarter past 11. After the Maths class.

b. Do not include a period when using a question mark.

WRONG: I wonder how many people will come to the party? (it will take a period or full stop not a question mark.)

Note: While you are expressing a thought that seems to require an answer, you are doing so with a statement. In this situation, you need a `full stop', not a `question mark'. This is the most common mistake made when using a question mark.

4. Exclamation Mark

a. Only use this when issuing a command or speaking forcefully! As in the case of the question mark, do not follow this with a period and do not combine it with other punctuation marks. Only one exclamation mark is enough. Two or three exclamation marks in a row is completely unnecessary. For example:

This is completely unbelievable! He dribbles six players and scores a goal at direct shoot! Oh, what a goal!

5. Quote Marks

Quotation marks are used to quote another person's words exactly, whether they be spoken, or written. For example:

Allen : What did John exactly say to you, Mimo?

Mimo : John said, "We are going shopping because we have no milk." – note the capitalization of "We".

Wrong: John said "We are going shopping because they had no milk." Note the omission of the comma in this case which is wrong.

If you are quoting a person who is quoting another person, use a single quotation mark like this:

My teacher referred to A P J Abdul Kalam who said, 'I'm not a handsome guy, but I can give my hand to someone who needs help. Beauty is in the heart, not in the face.'

6. Colon

:

a) A colon should be used after a complete statement in order to introduce one or more directly related ideas, such as a series of directions, a list, or a quotation or other comment illustrating or explaining the statement. For example:

The daily newspaper contains four sections: news, sports, entertainment, and classified ads.

7. Semicolon

;

The semicolon is used to separate items in a series if the elements of the series already include commas. For example:

A group of students are going to perform today during the break time. The group includes Nila, guiterist; Tonmoy, table player; Soam, keyboard player, and Lima, drumist. They all are some promising students of this school. Students are asked to come to the school auditorium to enjoy their performance.

8. Apostrophe

The apostrophe has three uses:

a. to form possessives of nouns

b. to show the omission of letters
c. to indicate certain plurals of lowercase letters.

Forming possessives

The boy's name is Litu. His father is a teacher. His mother manages home. They are from Natore. Natore's sandesh is very famous. Once he brought some sandesh from Natore on his birthday. His brother's name is also very common, Pintu.

If the noun after "of" is a building, an object, or a piece of furniture, then no apostrophe is needed. For example: The car door.

To form the possessive of a plural noun that already ends in -s, add an apostrophe:

- the girls' swing set (the swing set belonging to the girls)
- the students' projects (the projects belonging to the students) was to make swim suits for boys more comfortable. The boys' new swim sets were really comfortable. The boys' hard work was successful. After presentation, they all went to the Johnsons' house (the house belonging to the Johnsons) for lunch.

If the plural noun does not end in -s, add an apostrophe plus -s:

- the women's conference (the conference belonging to the women)
- the children's toys (the toys belonging to the children)
- the men's training camp (the training camp belonging to the men)

Showing omission

I'm Ritu. I'm a student of class six. Tomorrow I'll go to Rangamati with my parents. From there we'll go to Bandarbans. We've a plan to visit Khagrachari too.

I'm= I am I'll=I will We'll=We will We've= We have

Forming plurals

Apostrophes are used to form plurals of letters that appear in lowercase. For example:

Mind your p's and q's

Activity 1

Select the correctly punctuated sentence from the multiple choice below.

1.

a. Spain is a beautiful country; the beache's are warm, sandy and spotlessly clean.

b. Spain is a beautiful country: the beaches are warm, sandy and spotlessly clean.

c. Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.

d. Spain is a beautiful country; the beaches are warm, sandy and spotlessly clean.

2.

a. The children's books were all left in the following places: Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.

b. The children's books were all left in the following places; Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.

c. The childrens books were all left in the following places: Mrs Smiths room, Mr Powells office and the caretakers cupboard.

3.

a. She always enjoyed sweets, chocolate and toffee.

b. She always enjoyed: sweets, chocolate and toffee.

c. She always enjoyed sweets chocolate and toffee.

d. She always enjoyed sweet's, chocolate, and toffee.

4.

a. I can't see Tim's car, there must have been an accident.

b. I cant see Tim's car; there must have been an accident.

c. I can't see Tim's car there must have been an accident.

d. I can't see Tim's car; there must have been an accident.

5.

a. Tim’s gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.

b. Tim's gran a formidable woman always bought him chocolate, cakes, sweets and a nice fresh apple.

c. Tim's gran, a formidable woman, always bought him chocolate cakes sweets and a nice fresh apple.

d. Tim’s gran, a formidable woman, always bought him chocolate, cakes, sweets and a nice fresh apple.

6.

a. We decided to visit: Spain, Greece, Portugal and Italy's mountains.

b. We decided to visit Spain, Greece, Portugal and Italys mountains.

c. We decided to visit Spain, Greece, Portugal and Italy's mountains.

d. We decided to visit Spain Greece Portugal and Italy's mountains.

Activity 2

Read the text below and use punctuation marks as needed in the underlined sentences.

My best friend's name is Emil. Emil the only son of his parents has so many good qualities. He is intelligent brave and honest. We call him little detective. His curiosity about anything is amazing. A few days ago, he went to Dhaka from his home town alone. He went by train. In the station, one of his relatives was waiting for him. After his return, we asked him Emil, were you afraid in the train? He answered "Why should I? My father gave me clear instructions. And the people in the train loved me a lot".

Activity 3:

Read the text below and use/change punctuation marks as needed.

In Dhaka Emils have got some new friends – Adnan a student of St Gregory School, Sushen a student of Mirpur Govt Boys School, and Lovelu a student of Kisholoy School. Theyve good contact with Emil. Yesterday I went to Emil but I couldnt see him. He wrote on a piece of paper, Detective Emil is busy now. He stuck that piece of paper on his door So I left his place laughing.

Part 2 Composition

UNIT	09	Letters & E-mails

A formal letter contains some essential parts in due format/style. An ideal formal letter should have the following eight parts: a) Sender's address, b) date, c) inside address, d) salutation, e) subject line f) body, g) closing, and, h) signature. When writing business letters, special attention is needed to the format including line spacing, indenting and use of punctuation marks.

Modified block	Full block
Sender's name &address	Sender's name &address
Date.	Date
Recipient's address	Recipient's address
Subject	Subject
Saluatation..................	Saluatation
Body	Body
....	....
....	....
Closing	Closing
Signature	Signature

One of the most common layouts of a business letter is known as **(Full) block format**. In this format the entire letter is left margined and single spaced except for a double space between paragraphs. Another widely used format is known as **modified block format.** In this type, the body of the letter and the recipient's

Sender's name &address

Date:..................

Recipient's address................

Subject: ....

Saluatation..................

Body

....

....

....

....

.... Semi block

....

....

Closing

addresses are left indented and single-spaced. However, the date and sender's address are on the top right but the closing and signature are at the bottom (right to the centre). Another less used style is **semi-block**. It is much like the modified block style except that each paragraph is indented instead of left margined. **Students are free to write their letters in any format/style but they should not use a combination of different formats/layouts in the same letter.**

Examples of three different formats are given above.

Figure of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn them any extra credit or penalty.

For emails, students must write the email id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin and indenting in the answer script. However, if the answer script has no margin, there should be some penalty for the candidate for a poorly organised writing.

We need to be careful about the word limit. It is usually acceptable to be 10% above or below the word limit (so, for example, a 200 word assignment should be between 180 and 220 words). But if the instruction says something like "Write not more than 200 words",you must not exceed the word limit. Similarly, if the instruction says, "Write at least 200 words," then you have to write at least 200 words to be credited.

Formal letters

1. Write an application to the Head Teacher requesting him/her to arrange an annual picnic. Write in 150 words.

Mymensingh

07 December 2014

Superintendent

Ananda Niketon Madrasah

Mymensingh

Subject: An application for arranging an annual picnic.

Dear Sir

We, the undersigned, are the students of classes Dakhil 6 and 7. With due respect we are writing this letter to you. You know that our annual examinations are going to be over on 18 December 2014. Throughout the year we were engaged in serious academic activities. Now we would like to have some time for fun and recreation after the examinations are over. This is why, we would like to go on a picnic under your guidance. This time our choice is Gazipur Safari Park. Students will contribute the required amount of subscription.

Therefore, it will be great if you kindly agree with our proposal and do the needful, please.

With best regards.

Your obedient students of Dakhil class 6 and 7

2. An Application to the Chairperson of a local foundation for a scholarship they offer to promising students.

Farooque Abdullah
107, Sidhwaswari
Dhaka

Chairperson
Support for Survival Mission (SSM)
88, Kakrail
5th Floor
Dhaka

Subject: Application for scholarship.

Dear Madam/Sir

I came to know that SSM offers scholarships for promising students every year. I'm a student of class 6 in Sidhwashari Darussunnat Kamil Madrasah. Last December my father died in a road accident. In fact, he was the only earning member of our family. My mother is a house wife. It is very difficult for her to manage the educational expenses of our three brothers and sisters. Therefore, I'm sending this application for your kind consideration in the category of Secondary Education Support. It is to mention here that in the last JDC examination I got GPA 5. I attach a copy of my academic record with this application.

I'll be looking forward to your responses.
With best regards.

Farooque Abdullah

3. Application to the Director, National Museum requesting free access for a day to Liberation Gallery.

Dhaka

1 January, 2015

Director

Bangladesh National Museum

Shahbag, Dhaka

Subject: Application for a free access to the national museum.

Dear Madam/Sir

We the undersigned are from Mohakhali Model Madrasah. We are the students of class 7. We send this application to you expressing one of our requests. We have read a lot about the national museum of our country but we could not get any opportunity to enter there. We know that a museum shows a country's culture, history, tradition, heritage and many more. Therefore, we would like to explore the historical evidences of our great liberation war by visiting the national museum on 26 March 2015. We are altogether 35 students. And 3 teachers will guide us.

We will really appreciate if you kindly allow us, the young generation of the country, to spend a day inside the museum free of costs.

We will be looking forward to your responses.

Sincerely yours.

The students of Mohakhali Model Madrasah

4. Letter to the Secretary, City Blues School Debating Club inviting their team to a debate competition.

Umme Habiba Beauty
Secretary
KoloKakali Debating Club
9, GEC More,
Chittagong

16 January, 2015

Muslima Haider
Secretary
City Blues School Debating Club
Pahartali, Chittagong

Subject: Invitation for a debate competition

Dear Ms Halder

Hope this letter will find you in good spirit and health.

KoloKakoli Debating Club is going to organize a debate competition at school level since 14 February 2015. As part of this programme, we are contacting schools for consent. I'm aware that City Blues School always takes part in such competitions. This time if you agree to register your team for the forthcoming competition, please contact us by 23 January 15. We'll appreciate if you also send us a list of the participants with your consent letter. Please feel free if your have any question or queries.

I'll be looking forward to your responses.

Best wishes
Signature
(Umme Habiba Beauty)

5. A letter to Muktijuddho Jadugharh requesting them for a day long exhibition on liberation war at your school compound.

Udayan Chakma and
Kalpana Mahato
Class representatives
Bandarban Adarsha School
Bandarban

Date: 18 January 2015
Trustee
Muktijuddho Jadughar
Segun Bagicha, Dhaka

Subject: A day long exhibition on the Liberation War

Dear Sir/ Madam

Hello!

We are writing on behalf of the students of Bandarban Adarsha School. Our school is located at one corner of Bangladesh. The students do not have sufficient opportunities to go to Dhaka museum to explore the evidences of the great Liberation War. We read the history of our Liberation war only in the books.

Since Muktijuddho Jadughar has a mobile museum, we request you to arrange a day long exhibition at our school premises. This will help students as well as others in this area to experience the facts of the liberation war from a close quarter.

We will be looking forward to your responses.

With best regards.

Udayan Chakma Kalpana Mahato

6. An application to the Superintendent requesting him to issue a transfer certificate for you.

28 January 2015

Superintendent

Shah Makhdum Ideal Madrasah

Ponchoboti

Rajshahi

Subject: An application for issuing a transfer certificate

Dear Sir

With due respect I'm drawing your attention to the fact that my father works in a government department and recently he has been transferred from Rajshahi to Barguna. Please see the attached document as his transfer order. This means that my family is shifting to Barguna very soon. Hence I need a transfer certificate from this madrasah for my admission to a new madrasah in my new town.

I, therefore, request you to issue me a transfer certificate and oblige thereby.

Your most obedient student

(Mayesha Khatun)

Roll number 22

Class 6

Section B

7. An application to the Superintendent of a madrasah requesting him to allow you for admission on transfer from another madrasah.

28 January 2015

Superintendent

Barguna Model Madrasah

Barguna

Subject: An application for admission on transfer

Dear Madam/Sir

With due respect I'm drawing your attention to the fact that my father works in a government department and recently he has been transferred to Barguna from Rajshahi. Please see the attached document as his transfer order. In the meantime, my family has shifted from Rajshahi to Barguna. Now I would like to be a student in your madrasah. A copy of my transfer certificate from my previous madrasah (Shah Makhdum Ideal Madrasah, Rajshahi) is attached with this application too.

I would be really grateful if you kindly permit me to be a student in your madrasah and do the needful for my admission, please.

Sincerely yours

Faizan Kabir

8. An application to the school authority requesting them to issue a reference letter for you as you need this for your visa purpose.

Date: 17th of January, 2015

The Headteacher

Magura Govt. Girls High School

Magura

Subject: An application for issuing a reference letter

Dear Madam

I'm a student of Grade 6 in your school. My father is a wage earner in Arab Emirates. We have decided to meet my father in the coming summer vacation. We have already applied to the Embassy of Arab Emirates for our visa. Now I need a reference letter from my school for my visa formality.

I will be highly obliged if you kindly issue a reference letter for me so that I get my visa and spend a few days with my father.

Sincerely yours

(Moumita Islam)

Roll no. 09

Section B

Grade 7

9. You have come to know that a new organisation **Young Volunteers** engage madrasah going students as apprentice for office work. Write a letter expressing your interest to work with them. Tell them the dates and time you are free to work.

Jahada Akther
Master Colony
Rangamati

23 January 2015

Manager
Young Volunteers
College Road
Rangamati

Subject: An application for volunteering job

Dear Sir

I'm a grade 6 student of Uddipon Madrasah, Rangamati. I have come to know from some senior students that your organisation is working with school going students. Recently some of my classmates worked as volunteers in a cleaning campaign. I am also interested in this campaign. I can work as a volunteer on my weekends. This is our town and we should keep it clean.

I would really appreciate if you please enlist me as a volunteer for your cleaning campaign and contact me when needed.

With best regards.

(Signature)

Contact number of the guardian:
01998877665

Writing E-mails

For emails, student must write the email id of the receiver, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin and indenting for the e-mailed message. However, if the answer script has no margin, there should be some penalty for the candidate for a poorly organised writing.

1. You are interested to improve your English. One of your friends has suggested you to enroll into Young Learner's English course from the British Council. Write an email to the British Council to send you information about Young Learners' English.

Mollika Momtaz
26, Police Line Street
Rajshahi
25 January 2015

Manager
The British Council
Rajshahi

Subject: Request for information regarding Young Learner's English course

Dear Sir/Madam

I am a grade 6 student of Rajshahi University School. I have come to know that the British Council is offering English language learning courses for young learners. I am also interested in this course but I need to know about the course first. It would be really great if I know the duration of the course and classes, frequency of the classes, course fees, and next enrolment dates.

I would really appreciate if you please send me an email or letter answering my queries.

With best regards
(Signature)
Contact number of the guardian:
01998877665

email of the guardian: nurjahan.momtaj@gmail.com

11. Write an email to the organizers of Math's Olympiad to organize a competition at your locality.

<u>Sender</u>

Nahia Yasmin

Haripur Secondary School

Bishoykhali, Jhenaidah

<u>Recepient</u>

Parvin Chowdhury

Secretary

Bangladesh Maths' Olympiad

Khulna Chapter

Subject: Organizing Maths' Olympiad in this locality

Dear Sir

I am writing on behalf of the students of our locality. Often we see the stories of Maths' Olympiad or Physics Olympiad at the national dailies. Since they take place in big cities, we do not get opportunities to attend. Sometimes we simply do not know about the programmes.

Therefore, the students of this area request you to arrange a Maths' Olympiad in this area on a week end. This would give us the chance to take part in the competition locally.

I will be waiting for your responses.

With regards.

Signature: Nahia Yasmin

UNIT	10	Writing Paragraphs

Model 1: Paragraph writing by description

My School

I love my school where I learn manythings. I go to Avaynagar Pilot High School. This school is situated in Barisal district. Its land area is about 4 acres. Nearly eight hundred students read in this school. Our school has a three-storied building painted in yellow. The head teacher's office, assistant head teacher's office, teachers' room, office room, library room and three class rooms are situated on the ground floor. There are classrooms and laboratory on the first floor. We have 23 teachers, 3 office staff and 2 peons. Our school has a big playground where we play during our tiffin and sports period. We really enjoy our time at school.

This text is an example of a **paragraph**, which is a combination of a few sentences that develop a single idea. The first sentence is called the **topic sentence**. The sentences in the middle are called the **body** and the last sentence is **conclusion**.

Example 2

My favourite hobby

Every person has some activities which he enjoys during his leisure time. Many people listen to music, many others do gardening, some play games and do many other things. I have a favourite pastime of my own. I like to watch movies. I specially try to watch English movies. I have watched Harry Potter, Narnia, Thirteen Ghosts, The Conjuring, Rise of the Guardian etc. Some Bangla movies like Emiler Goyenda Bahini, Amar Bondhu Rashed, Deepu Number two, Gohonar baksho etc. are also there in my list of favourite movies. I believe that watching English movies will improve my fluency and accuracy in speaking English. I try to observe how the actors speak, their pronunciation and the words they use in different situations. I believe having a good hobby enriches us.

Activity 1

Try to write a paragraph on **'Your Locality'** following the model paragraph 'My School'. Use the answers to the following questions to write your paragraph.

What is the location of your locality? (i.e. district, Upazilla, Union...)

What is the main occupation of the people in your locality?

What are special in your locality?

How is the relationship among the people?

What are the problems in your locality?

How do you want to serve your locality?

Activity 2

Write a paragraph about **your family** answering the following questions.

Who are the members of your family?

What are the occupations of your family members?

What are the different responsibilities of your family members?

How is the relationship among your family members?

What are your responsibilities towards your family?

How do you support each other?

How do you feel if you are away from your family members?

Activity 3

Now write a descriptive paragraph on your hobby. Answer the following questions:

c. What is your hobby?

d. How long has this been your hobby?

e. Why do you enjoy your hobby?

f. Who influenced you to choose this hobby?

g. What do you do exactly?

Activity 4

Write a paragraph describing a place you have visited recently. Answer the following questions:

a. Where did you go?
b. When did you go?
c. How many days did you stay there?
d. Who accompanied you?
e. What did you do?
f. What was your most memorable memory?

Activity 5

Write a paragraph describing the person you like most. Use the following cues:

a. Who is the person?
b. Why is she/he favourite to you?
c. What is special in him/her?
d. Tell about a special memory with him/her.

Model 2: Paragraph writing by listing

Paragraph writing by listing provides a list of points in support of the topic sentence.

Look at the spider gram and read the paragraph on 'Important aspects of your village'.

Important Aspects of My Village

My village is very dear to me. Its name is Rasulpur. The village is situated at Satkhira sadar upazilla in Satkhira dictrict. This is a village of many educated people. About hundred percent of the children are enrolled in primary schools. It has got two government primary schools and a high school. One of the most attractive things of the village is its large playground where people of all ages and gender flock together in the afternoon. This village is also known for two well-decorated mosques standing side by side which are called 'paired mosques'. There is a brick built road running through it. The road is named after the liberation war martyr Major Zaman. It is the birth place of many well-known people. Cultural programmes are organised at the playground on different special national days. For all these reasons, I can say my village is one of the best villages in our country.

Now read the following spidergram and write a paragraph on Your Favourite Teacher

Activity 6

1. Write paragraphs on

a) Your father

b) Your mother

c) Your best friend

d) Your favourite teacher

2. **Develop the following topic sentence into a listing paragraph.**

Model 3: Development of paragraph by examples

Read the following paragraph written by a school going student.

My dreams in the next five years

As human beings we have some dreams. I have some dreams which I would like to see come true immediately. First, I would like to visit Cox's Bazar and the Sundarbans with my family. I have talked to my parents about this. They have told me that they will go there soon. Secondly, I have a dream to develop a rich library in our locality. I and my friends are planning to talk to the elder people for this purpose. We will also collect books from door to door, rich people and other sources. I have also some dreams related to my study. In the next three years, I am going to sit for JSC/PSC and SSC examinations. I am studying my best. My parents are very careful of my education. My teachers are also helping me to learn properly. My dream is to achieve the best grades in the coming exams. I believe, one day , my dreams will come true and I will succeed in my life.

Model 4: Paragraph writing following narrative style

A day out

Outing has always been very enjoyable to me. I often travel to nearby places with my family and close relatives. Last week, my parents, my sister Samia, two of my cousins Rini and Abir, and I went boating on the Jamuna. We started in the morning at 7 o'clock from Gajaria and hired a boat and started our river cruise. As the boat moved on the river, the sceneries of both the sides charmed us. We saw thatched huts, cornfields, green sceneries, and peasants working on the field. As the boat moved through the river, we were enjoying the chirping of birds and the nature around us. Within a moment, out of excitement, we started singing songs. We also listened to some songs from the boatman. At lunch time, we anchored the boat and took our lunch by the riverside. After lunch, we walked around the riverside for a while. Then we started our journey back. I will remember the day for a long time.

Note: A narrative paragraph usually narrates experiences or events of the past. Past tense is used to narrate these events/experiences.

Activity 7

Now follow the model and write how you spent the last Eid ul Adha/ Durga Puja/ Christmas/ Budhdha Purnima

Cues

You need to answer the following questions while writing the paragraph.

- When did the ceremony take place?
- What did you do throughout the day?
- How was the arrangement for the celebration made?
- Which food was cooked on that day?
- What was your most interesting experience that day?

Answer Key

UNIT 3, H. Answer key: (i) a, (ii) a, (iii) the,(iv) the,(v) a, (vi) The, (vii) the, (viii) the, (ix) the, (x) the, (xi) the, (xii) the, (xiii) the, (xiv) the, (xv) the

Unit : 5, Activity 1 Answer key: a+v, b+iv, c+vi, d+ii, e+iii, f+i

Unit : 5, Activity 3 Answer key:

a. v b. viii c. iii d. iii e. ix f. vii g. ii h. x i. vi j. iv

Unit 8, Activity 1; Answer key:

1b 2a 3a 4d 5d 6c

Unit 8, 8 Activity 2; Answer key:

My best friend's name is Emil. Emil, the only son of his parents, has so many good qualities. He is intelligent, brave, and honest. We call him little detective. His curiosity about anything is amazing! A few days ago, he went to Dhaka from his home town alone. He went by train. In the station, one of his relatives was waiting for him. After his return, we asked him, "Emil, were you afraid in the train?" He answered "Why should I? My father gave me clear instructions. And the people in the train loved me a lot".

Unit 8, 8 Activity 3; Answer key:

In Dhaka Emils have got some new friends – Adnan, a student of St Gregory School; Sushen, a student of Mirpur Govt Boys School; and Lovelu, a student of Kisholoy School. They've good contact with Emil. Yesterday I went to Emil but I couldn't see him. He wrote on a piece of paper: Detective Emil is busy now. He stuck that piece of paper on his door. So, I left his place laughing.

Sample Question
English Second Paper
Class Six and Seven
Full marks: 50
Time: 2 hours
[Answer all the questions. Figures in the margin indicate full marks]

Section: Grammar

1. Fill in the gaps with ***a***, ***an*** or ***the*** and put a cross (**x**) where no article is needed. **0.5x8=4**

A: I need to make (a) .... appointment with my dentist.

B: Why don't you use my phone?

A: Thank you. Oh dear, I can hear (b) .... engaged tone. I'll try again later.

B: Which dentist do you go to?

A: I go to (c) .... one next to (d) .... supermarket on (e) .... Tajmahal Road.

B: How is he?

A: He's (f) .... excellent dentist! You hardly feel any pain when he pulls out (g) .... tooth.

B: Could I have (h).................... telephone number of your dentist, please? My grandmother needs to have her teeth checked.

A: Of course. It's 9663422.

Answer: (a) an, (b) an, (c) the , (d) the, (e) X , (f) an, (g) a , (h) the

2. Abir is writing to his sister from a tourist lodge in Cox's Bazar. Choose the correct **preposition** from the box and fill in the gaps.
0.5 x 8= 4

till	inX2	behind	at	on	from	under

Hi Tina!
We're looking forward to seeing you (a) ....next Sunday (b) .... the St Martin's Island. We're having a great time here. Panna

and I run (c) .... the mornings. Alok gets our breakfast (d) .... a local restaurant. Then from about ten o'clock (e) .... lunch we do what we want. (f) .... night, we cook our meal. There's a wood (g) .... the hotel and sometimes I go for a walk. I am now writing you sitting (h) .... a Banyan tree. The weather is beautiful here. We are missing you a lot.

See you soon.

Abir

Answer: (a) on, (b) in, (c) in, (d) from, (e) till, (f) at, (g) behind, (h) under

3. Complete the text using the words in the box as needed. **0.5 x 10= 5**

Teacher	and	quick	missing	but	go	good	so	worry	sit

Hello Nina

This is just a (a).......................... e-mail. I hope you're getting well (b) .... will be back at school on Sunday. I know you are worried about the (c) .... classes. Don't (d) .... Here is a list of homework.

Maths: Finish page 72 and 74 (e) .... don't do page 73. (f) .... said we'll do it next lesson.

Chemistry: (g) .... through the pages from 67 to 82 and do the exercises. We will (h)....................... for a class test on Thursday.

I didn't get (i).......................... marks in the last class test. (j) .... I'm going to study really hard this time.

Take care.

Deepali

Answer: (a) quick, (b) and, (c) missing, (d) worry, (e) but, (f) Teacher, (g) go, (h) sit, (i) good (j). so

4. Make sentences from the following substitution table. 1 x 4= 4

It's better to Plastic bottles Extracting petroleum So we should	be use	bad for the rainforest. made from petroleum. use plastic bottles again and again. glass bottles.

Answer: It's better to use glass bottles. Plastic bottles are made from petroleum. Extracting petroleum is bad for rainforest. So we should use plastic bottles again and again.

5. Read the following text and change the sentences as directed. 1×5=5

a) Bangladesh is beautiful. (Make it interrogative.) b) Rabindra Nath titled this country `Sonar Bangla'. (Make it Passive.) It is one of the greenest countries in the world. c) This country was ruled by the British and the Pakistani people before independence. (Make it active.) The country has so many beautiful aspects. The Sunderbans, the mangrove forest, is really wonderful. d) Cox's Bazar sea beach is the longest in the world. (Use positive degree). People here are very liberal. e) How proud we are of our country! (Make it a statement sentence.)

Answers :

a) Isn't Bangladesh beautiful ?
b) This country was titled `Sonar Bangla' by Rabindra Nath.
c) The British and the Pakistani people ruled this country before independence.
d) No other sea beach in the world is as long as Cox's Bazar.
e) We are very proud of our country

6. Fill in the gaps with the right forms of verbs in the brackets. Question a and e have special instructions in the brackets for the use of verbs. 0.5 x 8=4

My name's is Bibha. I live with my mom. My dad (a) ....('live' in the negative) with us because he (b) ....(work)............. in Saudi Arabia. I haven't got any brothers or sisters and so I (c) ....(spend)................ a lot of time with my cousin Tushi. I often remember the days with my dad. When I

(d)............(be)............. a baby, I (e)..........('make' expressing habit)............... my dad a horse to take a ride. Not only that, every day he (f)..........(tell)............... me many interesting stories. My mother nowadays says that we (g)...........(Shift)............. to Saudi Arabia soon, but I really don't want to leave this country. Rather, I prefer my father to (h) ....(stay)............. here with us.

Answer: (a) does not live, (b) works, (c) spend, (d) was, (e) used to make (f) told, (g) shift, (h) stay

7. Use appropriate punctuation marks and capital letters where necessary. 0.5 x 8 =4

"lend me your pen please", asad asked. i took my pen out of my pocket. "i'll give it back to you in a moment" he promised. "don't worry you can keep it as long as you want" i said.

Answer: 'Lend me your pen please,' Asad asked. I took my pen out of my pocket. 'I'll give it back to you in a moment,' he promised. 'Don't worry, you can keep it as long as you want,' I said.

Section: Composition

8. Suppose the Bangladesh Foundation has an advertisement in the National Dailies to form a Young Learners Group. Write an email in 150 words to the Manager requesting him to send you a Membership Form. 08

9. Write a composition on **Pohela Boishakh Celebration this year** in 200 words. Include the following points: 12

What is Pohela Boishakh?

Where did you celebrate the day this time?

Who was/were with you?

What did you do?

What did others do?

How did you feel?

Guidelines for question setters and markers for English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ item, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, synthesizing, and evaluating). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions a bit round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. Whole sentence from the question paper is not required.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on difficulty level and text length, information transfer and True/False questions can be set from the same text or from two different texts. Two different texts are preferred to a single text.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.

- Avoid redundant words and phrases in the stem. Extraneous details make a question more complex and less reliable.
- Include any language in the stem that you would have to repeat in each answer option.
- Options should be similar in length and structure.
- The number of answer options should not be more than four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that is familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the validity of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like *all, always* and *never* or vague words or phrases like *usually, typically* and *may be* in the answers.
- Avoid using *All of the above* or *None of the above* as an answer choice.

In designing MCQs the following class wise guidelines have to be followed.

MCQ for grades 6 and 7

Altogether 10 MCQs will be set. Each MCQ will have ½ mark (or half mark) for a correct answer. There should be 6 MCQs on vocabulary test (guessing meaning from the context) and 4 MCQs on answering questions (scanning for specific information, search reading, deducing the meaning of unfamiliar words). Thus the marks distribution will be:

Vocabulary	½ X 6	= 3
Questions	½ X 4	= 2
Total		= 5

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements a brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as *all, always, never, only, nothing*, and *alone*.
- The use of words like *more, less, important, unimportant, large, small, recent, old, tall, great,* and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii, iv ….. and the texts in column B can be a, b, c, d…….. Students only need to match the numbering in the two columns, e.g i, ii, iii, iv etc. (in column A) and a, b. c. d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items:

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is 1X5 =5 or 0.5X10=5 (depending on the level of difficulty)

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Rearranging measures students' ability to organize some detached sentences into a coherent and cohesive text. Use 10 detached sentences for classes 6 and 7. Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. i … etc), they will get full credit. **Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper.** However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this:

a. X b. √ c. √ d. X e. √ f. √ g. X h. X i. √ j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 in the question paper. Learners will produce a summary using, one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minas is okay. This1 answer should be written in random texts not in isolated sentences. There is no question) of counting number of sentences in summary. So DO NOT mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, non copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure while answering questions your students will be guided to write a well structured paragraph. In other words, if the students answer the questions properly, there will be a paragraph of a befitting topic sentence followed by arguments/ideas to support the topic sentence and a conclusion to summarise what has been told in the topic sentence and the body. There cannot be any new ideas in the conclusion.

However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The word limit for classes 6- 7 is 150 words, 10% plus minus can be accepted. Keep an eye on the content rather than the mechanical calculation of sentences. Assess the paragraph from different aspects such as grammar, ideas, organisation of ideas, communication, punctuation, and spelling. Do not assess the paragraph from the perspective of grammar accuracy only. Regarding the composition writing in Paper 2 (which is structurally an essay) the word limit will be 250 for classes 6- 7.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here. Word limit here will be similar to paragraph writing.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind:

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.

- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following..."
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast....."
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom. This type of test format often compromises with validity and reliability of the test.
- Here you are setting recalling questions, design the question in a way so that examinees do not have opportunity to pick answers by matching the vocabulary in the question and answer.

Question setters have to go by the following class-wise guidelines in setting questions.

Grades 6-7

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

A list of action verbs according to Bloom's Taxonomy for lower order and higher order thinking questions are supplied here to be used while designing the test items.

Remembering/recalling: describe, define, list, locate, tell

Understanding: describe, classify, discuss, explain, identify, select, translate, predict

Analysing: solve, use, interpret, sketch, illustrate, classify, differentiate, organise, relate, identify, categorise, compare, contrast, construct, distinguish, explain,

Evaluating: argue, defend, judge, select, support, value, critique, assess, justify

Creating: construct, develop, investigate, design, imagine, justify

(for more information please visit: http://cft.vanderbitt.edu/guides-sub-pages/blooms-taxonomy/)

15. Dialogue writing

A dialogue in real situation is an exchange of information. This has to be reflected in the dialogue written by the test giver. A dialogue **cannot** be a mere combination of fragmented sentences or snappy phrases or collocations like *Hi/Hello/Yes/No/Very good/Thank you/Welcome/See you/Bye etc.* There must be some questions and answers in full sentences. A dialogue has to contain at least 5 questions and their answers or 10 exchange of statements including some questions in full sentences other than greetings.

16. Writing letters/e-mails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For e-mails, student must write the e-mail id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned in the question paper. Again the word limit is 150 words for classes 6-7, with 10% plus minus.

17. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Do not ask students to produce any graph on the answer sheet. They will only describe it.

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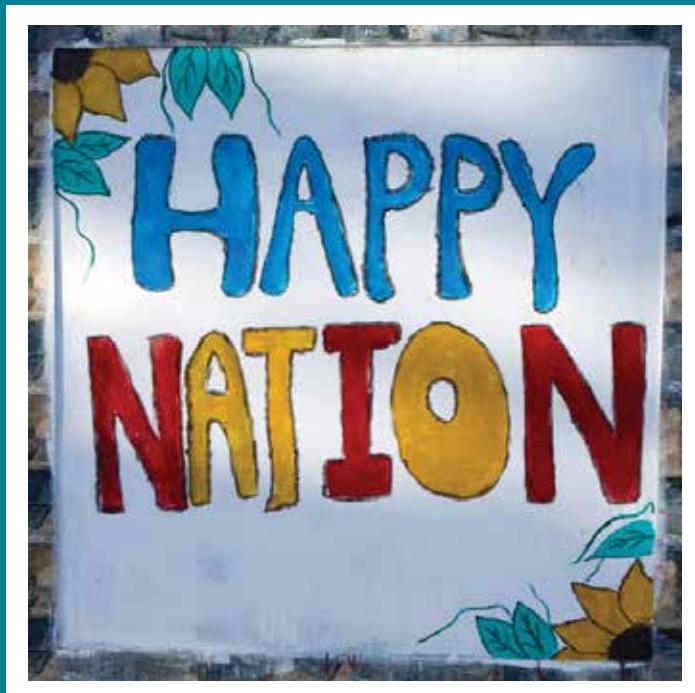
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THE END

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